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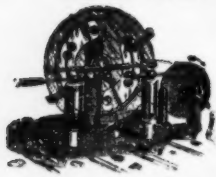
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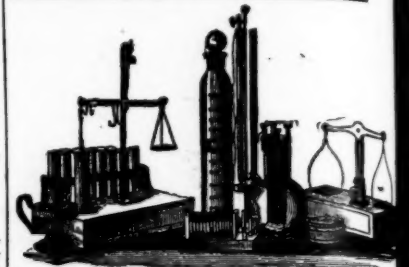
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### CONTENTS.

#### EDITORIAL.

The Census—The State Superintendent's Work—Fatal Assaults—Addresses to College Graduating Classes—Progress in the East..... 3  
The Progress of Physical Culture.—Shortening College Courses.—The Henry Barnard Fund..... 4  
An Appeal for Dr. Barnard in England..... 5  
Learning from Pupils..... 5

#### EDITORIAL NOTES.

#### CONTRIBUTED ARTICLES.

Basedow. By Ossian H. Long, Buffalo, N. Y..... 5  
A Music Lesson. Given by Miss Earle, of P. S. No. 2, Yonkers, and reported by E. E. Kenyon..... 5  
The Education of Women..... 5  
Concerning School Government. By Prof. George Grifflith, New Paltz State Normal School..... 6

#### THE SCHOOL-ROOM.

Hints on Reading. By E. L. Matthews..... 6  
Observation Lessons, with Simple Experiments. By Prof. John F. Woodhull, New York..... 6  
Experiments with Incandescent Electric Lamps..... 6  
Why?..... 7  
A Friday Afternoon Exercise. By George Fleming, Junction, N. J..... 7  
Stories for Reproduction..... 7

#### OUR TIMES.

Of Special Interest to Pupils..... 8

#### CORRESPONDENCE.

#### EDUCATIONAL NOTES.

New York City..... 11  
Foreign Notes..... 11

#### BOOK DEPARTMENT.

New Books..... 12  
Reports..... 12  
Magazines..... 12  
Catalogues and Pamphlets Received..... 12  
Announcements..... 12

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THERE is great interest over the revelation of the census. As far as can be ascertained the following are some of the principal points already settled: New York City has a population of 1,627,000; Chicago, of 1,085,000; Philadelphia is about the same, probably a little less. Brooklyn's estimate is 900,000. We have not heard from St. Louis. The metropolis of New York is shown to contain something over 3,000,000 people. By metropolis we mean a district that is directly tributary to a central city; thus Brooklyn, Newark, Jersey City, Hoboken, Mt. Vernon, Yonkers, and Long Island City, and many smaller suburbs draw their population directly from this city. Tens of thousands of men and women come to New York from these towns every morning, and return every evening. If all the surrounding country were formed into the one city of Manhattan, it would cover no larger an area than is now covered by London, or even Chicago. Yet the population of both of these cities is constantly compared with New York. If London has 4,000,000 and Chicago 1,085,000, New York has 3,000,000 and over. It is the duty of teachers to note these facts when referring to the comparative population of our larger cities.

A STATE superintendent writes as a postscript to his letter, "Just tell us what you would do if you could."

The man who is a state superintendent should aim at these things:

1. To have uniform examinations in the state.
2. To issue limited certificates; for example, third grade for one year, second grade for two years, first grade for three or five years.

Then when the limit of the certificate has been reached, the next higher must be aimed at; for example, one who has had the third grade must get a second grade or go out, and so of the rest.

3. To organize the diploma grade into a board of directors to have charge of a county training school to aid the third, second, and first grade teachers to move on and to prepare.

4. To have in each county a county training school to meet in the summer, for four, six, or eight weeks, directed by the board of education, normal graduates, and the county superintendent. In the other eight months this school should be in session on Saturdays; open free to all who were in its three classes, viz.; third, second, and first grade teachers—these it is supposed are teaching. This school, it must be said in passing, is to be a school where good teachers are actually seen teaching.

6. To recognize the diplomas of other states.

Here is the outline of the work that every state superintendent should aim to accomplish. It is simply a plan to get into the schools teachers with training, to occupy the place of the experimenters.

DURING the past few weeks two fatal assaults by teachers upon pupils have been reported.

A newspaper last week reported that, on an order granted by Judge Underwood, Dr. H. E. Allison, of the State Insane Asylum, and five other physicians held a post mortem examination of the body of Earl Ames, the fifteen-year-old school-boy who was assaulted by his school teacher, a few weeks ago and died from the injuries. The body is buried in the village of Scipio, in Cayuga county. The grand jury has indicted the teacher for assault. The doctors have not reported the result of the post-mortem, but it is rumored that a warrant for a more serious charge will be sworn out. The teacher is supposed to be in Canada.

A few weeks ago a similar report came from New Haven, where an investigation is now being held for the purpose of finding the truth in the case. These circumstances show us that teachers cannot be too careful in punishing their pupils. If corporal punishment becomes necessary the greatest effort should be put forth, first to be certain that the ends of justice will be served by it, and secondly that in its execution no permanent bodily injury is inflicted. But after all it does seem to us that it is about time to let the whole thing go by as a relic of the middle ages when the people were more ignorant as to the laws of human motive than we now are. We have opposed whipping, pinching, "sitting on nothing," holding out the Bible at arm's length, and such inflictions of the old times of ignorance, too benighted for us to look back upon with any degree of allowance.

A PERUSAL of the reports of the addresses by the college presidents to the graduating classes shows one serious defect. Not one, as far as they have been perused, ask the attention of these young men to the enormous importance of the common schools. There is one body of men that talk of elementary education; we refer to the Catholic clergy; they talk, and they build houses. The Protestant clergy let the common schools go to the dogs, and so do the college presidents. They will wake up some time.

In a village where there were two churches, both Protestant, the teacher had never received a call from either minister during the three years she had taught there! How many such places are there! The temperance people see the importance of teaching the children about the evils of alcohol—but they must steadily visit the schools.

IT is interesting to watch the progress of educational thought in those countries just waking up from the sleep of centuries. India, Burmah, China, Turkey, Persia, and Japan are instances. But no nation is making more rapid progress towards the best kind of civilization than Japan. In an outline of the last report of the Japanese minister of education that was recently published in *The Nation*, we find that in the whole country there are 10,862 school districts; the total population being 39,701,594, and the children of school age numbering 6,740,929. The total number of teachers is 62,372, and there are in its various schools 2,800,000 children. In addition to common schools a sea-side laboratory has been established on Yeddo bay for the study of marine life. Advanced courses in art and science are to be found in the university. High-class commercial schools; schools of fine art; schools of music; schools for the deaf, dumb, and blind; law courses in German, French, and English; libraries and museums, all form a part of this admirable system. The Imperial University at Tokio has 864 students; and there is also in the same city an academy, made up of eminent native scholars, who publish a magazine and are compiling an encyclopaedia. Among the teachers in the Japanese schools are nearly two hundred Europeans; while among the men who have furnished textbooks or have otherwise contributed to this remarkable educational progress are found the names of many Japanese who have studied in our own schools and colleges. This is a remarkable record. But we must remember that the Japanese have been, for ages, far in advance of all other oriental nations, and it seems certain that in the future they are to keep this pre-eminence.

MOST of the members of the senior class, Rutgers

College, have decided on their future occupations. The ministry will claim the largest number. Three will become lawyers, three will go to Chicago, one will engage in railroading, one will become a chemist, one a real estate broker, one will study electricity, one will be a chemist, one will be a government civil engineer at Bogota; four will teach, and seven will find their careers in the business world. But of these seven how many will the future Carnegie find? Judging from the history of the past we are safe in predicting that he will find possibly one, probably none. If all graduates this year follow the example of Rutgers', Andrew Carnegie is about right in saying that the college graduate is not found in the business world.

THE JOURNAL of June 28 has received commendation from a wide field. "It is surely the handsomest educational paper ever issued," said one who has a page advertisement. It has been our desire to have people know there is an "educational world." Many who have drawn salaries out of the educational treasury for twenty-five years are not aware of that fact.

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## THE PROGRESS OF PHYSICAL CULTURE.

We are rapidly coming to value the educational influence of gymnastic exercises. The old Athenians knew its worth as their gymnasia abundantly show. They believed that physical and mental development are inseparably connected. For hundreds of years teachers have ignored this dogma, but now they are coming slowly but surely to appreciate its wonderful importance. A famous London society, called the National Physical Recreation Society, recently gave an exhibition which the old Greeks would have been delighted to have seen. There were at first exercises and gymnastics as perfect in their separate branches as those of professional athletes and acrobats, including boxing. A fast and furious game of foot-ball followed, the players apparently enjoying it as much as the spectators, who were never more delighted than when the "leather" fell among them, a hundred hands being stretched out to return the ball, occasioning a little private scuffle in emulation of that in the arena. The "Running Maze" in which 300 members of the National Physical Recreation and other societies joined, looked like a glorified "Follow My Leader," dazzling, involved, labyrinthine, and breathless beyond description. But excellent of their kind as all these numbers of the program were, they paled almost to insignificance before the great feature of the evening, as supplied by the students of the College and Academy of Music for the Blind.

Even the best informed were hardly prepared for the exhibition of skill, dexterity, and accuracy of the students in the performances they went through. There was not a single flaw in the precision of movement, time, or drill. Girls and boys alike went through their evolutions, their gymnastics, their high and low jumps, their exercises on the horizontal bars, their concerted and set pieces to the sound of music, evincing neither fear nor doubt. They have a healthy, robust confidence in their powers, and fearlessly obey a command they feel themselves perfectly able to execute. Among other feats eight of the students, at a word, formed themselves at a pyramid, standing on each others' shoulders; at a second word they dropped gracefully to the ground. When the gymnastics ended, a long tandem-shaped tricycle for six riders was brought in, followed by several "fours" and "twos" each steered by a seeing person, the other riders being blind, and they performed a series of intricate figures and evolutions, the "rear steerers" apparently as much at their ease as their leaders, although it was evident that the slightest mistake in the manipulation of the handles would have resulted in a "spill." Even forewarned, the spectator is unable to detect at any time that he is not watching boys and girls in the full possession of all their senses, and having learned to develop them to the utmost range of their possibilities. The correspondent from whom we gather these facts says, "It is quite as impossible to detect how they acquire their security and proficiency, and what mysterious signals or communication from mentors supplement the want of sight."

Some critics may ask, what has all this to do with education? Much, every way, as even those who are most conservative are compelled to admit. We are material in this life, and only through the material can we get at the spiritual and mental. We are coming rapidly to realize this fact, and it is a good thing that we are.

## SHORTENING COLLEGE COURSES.

The recent proposition to shorten the Harvard College course from four years to three, has been received with both approbation and disapprobation. The sticklers for the old curriculum of John Sturm and the English public schools and universities of the Sixteenth century don't like it, but the newer and more progressive educators approve of the plan. About the most foolish remark made concerning it has come from President Warren, of the Boston University, who suggests that every other college shall retain its present four years' course and simply notify all students of their successful completion of the junior year by conferring upon

them at that point the title of A. B. (Harvard.) President Warren might better have said that every other college shall retain its present course and when students shall have completed four years work, they shall graduate them with a certificate admitting them to Harvard. No first class academy has a course of study less thorough than Harvard had a hundred years ago. Its old graduates, were they boys again, could not enter their alma mater. As colleges stiffen and lengthen their curricula, so must the preparatory schools. This process of increase has reached such a limit that only those who are expecting to enter one of the learned professions care to go to college, and second, the strain on young men is so great that many of them break down, and a part of those who do not, resort to unfair means of passing their examinations. The boy who expects to make a business man, cannot afford to spend ten or eleven years in pulling Greek roots and working out impracticable problems in the higher mathematics which will in no way fit him for business, except in general. As it now is, it takes the utmost energy of both body and mind for ten of the best years of early life to get through college and rank well in the classes. When the young graduate is through he wakes up to find that his untutored friend, whom he thought a dolt, is a young business man, with good prospects for the future, while he has no sort of knowledge of even the elements of buying and selling, and getting on in the world. His only alternative is to enter a profession. This he does in nine cases out of ten. Now what we need is more freedom and flexibility in our college courses, and less regard for the degrees they bring. We have fallen on new days, and there is no reason why a dozen parallel courses could not be outlined, each leading to some scholastic recognition, and many of them preparing directly for the active duties of life.

But somebody says we must have mental culture. So we must, but is it a fact that the old college classical course gives the best training possible? We believe not. What of science? What of social and political economy? What of history? What of business laws?

This is the season for conventions and associations of teachers. THE JOURNAL believes there is a great waste of time and strength in these meetings, but favors them, of course; the teachers should keep up the habit of meeting. Good Christians go to church on Sunday, no matter if the sermon is to be a poor one.

One of the great faults to be found with the various meetings is that matters will be discussed that have no practical relation to the teacher's work. A paper read "On the probable Size of the Mound Builders," could hardly be more remote from the actual life of the teacher than many that are presented before bodies of earnest teachers year after year.

Then again, if a paper is read that relates to the actual needs of the teacher, it is left without support—it is read, approved, and then forgotten. The way of progress demands that certain proper subjects be selected, discussed, and referred to committees who shall act and report.

Take the question that is the question of the hour, and has been for twenty-five years, "The Professional Preparation of Teachers;" suppose the New York State Association had given itself mainly to the task of securing that, it would have accomplished it for New York state, and for several other states besides. A state association should confine itself to a few subjects—subjects that are subjects, and work at them year after year.

In Iowa the state certificate lasts five years; the state diploma is good for life. We have looked over the circular relating to these documents and wonder that the National Association does not give its whole effort to procuring some uniformity of certificates and diplomas. If the teacher is a foot-ball he deserves to be; he goes on as patient as a mule; and if he gets a position, never cares to build for those who come after.

## THE "HENRY BARNARD FUND."

Pedagogical Dept. N. Y. University,	\$250.00.
New York School of Phonography,	10.00.
South Dakota Normal School,	13.00.
A Friend, E. B.,	5.00.
Oswego Normal School.	30.00.
R. H. Caruthers, Louisville,	1.00.
Grace Gilfillon, St. Louis,	5.00.
G. G., Pittsburgh, Pa.,	2.00.
A Teacher, New York City,	1.00.
E. Cutter, " "	1.00.
J. W. Schermerhorn, N. Y. City,	1.00.
H. T. Bailey, N. Scituate, Mass.,	2.00.
Reading Class, Normal School, Castle-	
ton, Vt.,	1.00.
Teacher, Phillipsburg, Pa.,	1.00.
R. H. Quick, Redhill, Surrey, Eng.,	10.00.
W. V. Rodrigues, Havana, Cuba,	1.00.
Eliza M. Elliot, Guilford, Ct.,	14.00.

Commissioner W. T. Harris says: "I consider the matter of very great importance. If you can succeed in arousing the educational forces to respond in the sum of \$10,000; I do not know of anything that will redound more to the credit of the men and women who are engaged in the work of education."

THE State Association begins Monday evening, July 7, at 7.45 o'clock. Headquarters at Congress Hall. Apply to O. B. Kipp, Saratoga, for rooms, etc. One fare going and one-third returning. Be sure to get a certificate when you buy your ticket (this will enable you to buy at one-third rate when you return). The American Institute will meet at Saratoga also. Now let there be a large meeting; it will pay this year, we are confident.

DR. R. W. HUNTINGTON, of Grace Church, in this city, undertook to tell the temperance congress what he believed to be efficacious methods of opposing drunkenness: (1) Personal influence. (2) Public opinion. (3) A substitute for the saloons. (4) Improved dwellings for the poor. (5) The introduction of the useful knowledge of cooking in the common schools. (6) A common warfare against the distilled spirits that are answerable for the most of the drunkenness. As to improved dwellings he said: "Dismal homes are caused by drunkenness, but so also is drunkenness caused by dismal homes. The great need of the United States is a revival of the home idea, the reinstatement of the family in its old place of honor. But what sort of family life is possible in many portions of our great cities? My adjective 'dismal' is not half strong enough—'hellish' would be none too strong."

We think the way to begin is to educate people so they will know how to live in a decent home. In other words, education in its broad sense is what is needed, and if Dr. Huntington will give his time to visiting schools and improving them, he will accomplish what he aims at. A trustee of schools in this city says: "When I came to this city I saw the way the poor lived, and determined to help them. I built a house and put in all the modern improvements, and let it to poor people. They nearly destroyed it; they kept dogs and even pigs in the cellar; they were paid good wages, yet they were always behind in rent. I built another, and besides myself, it is rented to teachers; their wages are about what the tenants spoken of got. Everything is quiet and all are happy. So now I see it is education the poor want." So say we.

A GOOD many papers have been discussing Andrew Carnegie's statement that the colleges were not serviceable in fitting men for a successful business career. They have hurried to the rescue of the colleges, as if powder was to be exploded under their foundations.

Now we do not believe the colleges will lose a single student by the remarks of Mr. Carnegie. He stated results, and inferred that the college was not needed. We think his facts are good, but his reasoning bad. We should put it thus: If college men fail, it is because the college has not done for them what it should do.

Education pays everywhere—but there is a great deal in the colleges that is not education. There is a vast amount of poor teaching in colleges. There are men who are college professors who ought to go and learn the first principles of teaching. We think the most successful men as teachers (say in high schools) should be selected by the colleges. They, too, often furnish roosting places for the sons of the patrons of the college.



## AN APPEAL FOR DR. BARNARD IN ENGLAND.

We note with pleasure that the English teachers are coming to the help of Dr. Barnard. He is thoroughly appreciated there. The *London Journal of Education* says that "the news that Dr. Henry Barnard, of Hartford, U. S. A., is in great pecuniary distress is sad indeed. He is in his 80th year, and has spent his whole life, and a considerable fortune, in the untiring and unselfish service of education. All teachers who take a serious interest in their work owe him an immense debt of gratitude wherever the English language is spoken. Our readers will remember Dr. Barnard best as the editor and (alas!) the publisher of *The American Journal of Education*—incomparably the most important educational publication which has ever appeared in English, and not surpassed by any in any other language. It was planned and continued on a most liberal scale for thirty years, and its bulky annual volumes contain an immense store of school information, discussions, reprints of rare and valuable tracts, etc., etc., most of which material has since been rearranged and republished in various sections. No educational library is, or indeed ever can be, complete without them—the two thick volumes on *English Pedagogy* alone forming in themselves no bad library of their subject. But the publication never went near paying its way; and on it, and on other educational endeavors, the whole of Dr. Barnard's fortune, and much more, has been spent. And now, in his 80th year, he is in want. As to his services to education in the United States, we need not here speak, beyond mentioning that they have been great, and have been given freely. Dr. W. T. Harris, United States Commissioner of Education, Washington, D. C., appeals for help to teachers and to all who are interested in education; and the Rev. R. H. Quick, Earlswood Cottage, Redhill) has expressed his willingness to receive subscriptions in England. Evidently the case does not admit of any delay; and English teachers are not likely to have again so fine an opportunity of showing their international goodwill."

It is cheering to notice this earnest appeal, for it shows the sympathy of other nations with ours. Dr. Barnard's name will long be honored as the foremost writer on educational subjects in the world. He is now with us, and we urge our teachers to come to his help and put him on good financial footing before he leaves us.

## LEARNING FROM PUPILS.

As my pupils came into school the other morning, I heard a little group talking about a matter that seemed to interest them very much. I listened to know what it was. One pupil said, "I went over to Dr. Brown's and he told me that a half pound of camphor would cost thirty cents; then I went to Dr. Gillim's and he said the same thing." "Why," said I, "I used to get a half pound for mother for fifteen cents." "I know you did," he said, "but camphor has gone up." "Why?" said I. "Don't know," said he.

This interested me. Why? Because it interested them. They were concerned in a matter "pertaining to life," as THE SCHOOL JOURNAL says all education should be. I pondered. I knew they would come to me with the question in a day or two, and I must get ready to answer.

Did I tell you that we have a "question time"? Well we do. Then any one can ask any question, and I tell you that you would not believe your ears if you should hear what questions are asked. Very sensible ones, they are, but "stumpers," for all that.

Why does a cat put up the fur on her back when she sees a dog?

Why do the upper and lower sides of leaves differ in color?

Why do Chinamen's eyes turn up at the outer corners?

These are but samples of questions that are presented. By the way, the questions are put on slips of paper of a uniform size, with the name of the asker and the date. The secretary takes them and pastes them in a book called "Questions," and numbers them. The last question handed in was 331. There is room left for an answer.

"Well, now to return to the subject these young folks were talking about. As I expected, when "question time" came, up came a slip, "Why has camphor gone up from 30 to 60 cents per pound?"

"Any one know?"

No answer. So I said, "We must look up the matter." I said "we," for every boy and girl will be on the alert. I wrote to a druggist in your city and he gave me a reply by return mail, which I read.

"The high price of camphor is caused by the large quantities of it which are used in Europe for the manufacture of smokeless powder and also by the increasing demand for celluloid goods. Before celluloid was invented about all the uses to which camphor was put were for preserving clothing and furs against moths, and in medicine. The principal source of camphor is in southern Japan. Here they tap trees and scrape off the gum; they also chop up the wood and boil it. But some Americans have sent over some machinery that will be a great improvement. The use of camphor in smokeless powder will demand a great deal, and so the use of 'petroleum camphor' to keep away moths has set in."

E.

## BASEDOW.

By OSSIAN H. LONG, Buffalo, N. Y.

The effect that Basedow (bah 'za-doe) produced on education, has been greater than many educationists are willing to admit. He was the leader in that era of the revolution of thought which broke the chains of mechanical routine and brought to light the beginnings of a new education, the blessings of which we now enjoy. He had to encounter intolerance and prejudice. He had to awaken the criminally apathetic mass of the people to an active interest in educational affairs. Basedow succeeded. His declaration of the rights of childhood was heeded. The people began to feel that something must be done to ameliorate the state of education. They demanded reform. "Ye scholē masters" began making inquiries as to the means of changing the sad conditions of their schools. The educationists dipped their quills into the ink and poured out volume after volume of educational investigations.

Had Basedow done nothing else but create a general desire for educational reform, the world would still owe him a great debt. But he has done more. He has himself devised plans of reform, and, in setting them afoot in Germany, he originated a rational education, "the new education."

His greatest educational work, "The Book of Methods," was the *Didactica Magna* of the 18th century. It brought about a complete change in education. It broke the forcing system of the old school, and threw out the mummified knowledge which the be-frizzed and be-powdered school-keepers of "ye olden time" had formerly fed their pupils on. School-houses were no longer dust-tombs and slaughter-houses of common sense. Education was to reign in realms of pleasure. Physical training was called into life. Memory-cramming declined. And education chose a new standard, on which were written the words, "A sound mind in a sound body," and "Education is the harmonious development and exercise of the child's power."

The "Book of Methods" is full of valuable suggestions. Many of its author's views have become the property of our time. Others confront the educator continually in the progressive educational journals of to-day, those on "manual training," for instance.

It would take too much space to review Basedow's entire educational work. But its effects on the education of his time and our time, have been most beneficial; nor have these influences ceased—they are in active operation to-day.

## A MUSIC LESSON.

Given by MISS EARLE, of P. S. No. 2, Yonkers, and Reported by E. E. KENYON.

The figures of the scale, variously printed on squares of colored paper, extending from 8 down through 1 to lower 5, were mutilated down the frame of one of the blackboards.

1. Miss Earle sounded 8 with a pitch-pipe, and asked for 1. The children sang lower do. Then, as the teacher pronounced numbers, the class sang syllables, returning several times to 7, 8, and ending with 7, 1.

2. Teacher sang a series of tones to "oh," and children named the tones, this time giving the numbers.

3. Teacher gave hand signals, using five fingers for lines of staff, and as she pointed to the lines and spaces, sometimes going below the staff, to the first space or to an imaginary ledger-line, the children sang in the key of C. A little boy with his back to the teacher pointed to the numbers of the scale as the class sang. Their occasional mistakes thus became his, but he did not make one of his own.

4. Holt's drill chart and modulator now made its appearance, and the children were asked what they knew about "those people." They apparently knew all about them. The first note touched belonged to the A family, because in his house. Mr. One had his room in

the second space. The principal difference between the E Flat and the E Sharp family is that one sports three door-plates, and the other four. (Miss Earle evidently understood the power of allegory. Hers are the youngest children in the school. It is to be strongly doubted whether she would teach this modulator to her babies of her own free choice, but having it to teach, she gets as much of life and fancy into it as the ugly, inky thing will take.)

5. The lesson closed with two lively and familiar motion songs.

## THE EDUCATION OF WOMEN.

The twenty-fifth anniversary of Vassar College was held June 12. George William Curtis made an address, in which he said:

"The debate of the sphere of the sexes as determining the character and limits of education is very amusing. For if the sexes have spheres there really seems to be no more reason to apprehend that women will desert their sphere than men. I have not observed any general anxiety lest men should steal away from their workshops and offices that they may darn the family stockings, or cook the dinner, and I see no reason to suppose that it will be necessary to chain women to the cradle to prevent their insisting upon running locomotives or shipping before the mast. We may be very sure that we shall never know the sphere of any responsible human being until he has perfect freedom of choice and liberty of growth. All we can clearly see is that the intellectual capacity of women is an inexplicable waste of reserved power if its utmost education is justly to be deprecated as useless or undesirable.

"The century began with saying contemptuously that women do not need to be educated to be dutiful wives and good mothers. A woman, it said, can dress prettily and dance gracefully even if she cannot conjugate the Greek verbs in *Mi*; and the ability to calculate an eclipse would not help her to keep cream from feathering in hot weather. But grown older and wiser the century asks, as it ends, 'Is it then true that ignorant women are the best wives and mothers? Does good wifehood consist exclusively in skilful baking and boiling, and neat darning and patching?' 'No,' says the enlightened century; 'the more languages a man hath the more man is he, the more knowledge a woman hath the better wife and mother is she.'"

"And if any skeptic should ask: 'But can delicate women endure the hardship of a college course of study?' it is a woman who ingeniously turns the flank of the questioner with a covert sarcasm at her own sex: 'I would like you to take 1,300 young men and lace them up, and hang ten to twenty pounds of clothes upon their waists, perch them up on three inch heels, cover their heads with ripples, chignons, rats and mice, and stick 10,000 hairpins into their scalp. If they can stand all this they will stand a little Latin and Greek.'"

It is really a wonder, as the *London Education* says, how the old Romans could have talked Latin unconscious of the pitfalls of the subjunctive mood. "How Roman schoolboys managed to talk to each other in play-hours before they had mastered 'as in praesenti,' 'propria quae maribus,' and the doctrine of 'stems,' 'roots,' 'tertiary predicates,' and 'past jussives' of a newer jargon, is a problem that is left entirely out of sight. It is long before it dawns on the mind of a boy struggling in a tangle of rules and exceptions that speech was invented before grammar, and that the Latin language has not been constructed out of rules, but that the whole system of syntax and accidence has been deduced from analysis of an already existing language."

It is a wonder how people could have managed to write and speak correctly without grammars. Poor souls, how miserable they must have been, having nothing by which to correct their incorrect expressions! "Parsing" was not thought of, "diagramming" not invented, and the numberless grammatical remarks and exceptions not extricated out of confusion, and brought into coherence, visibility, and order. Those were benighted times indeed. True, it produced a Chaucer, a Bacon, and a Shakespeare, and more recently a Tennyson, a Browning, a Longfellow, an Irving, and a Whittier. Why is it that the present generation of scholars, which has been trained up and fed upon the divine ambrosia of grammatical technicalities, has not produced a greater than a Shakespeare? Why? Grammar should have done great things for us whereof we should have been glad. That we are not glad seems to show that there is something wrong, a screw loose somewhere in grammar, that ought to be looked after right away.



## CONCERNING SCHOOL GOVERNMENT.

By Prof. GEORGE GRIFFITH, New Paltz State Normal School.

X.

## "GOVERN INDIVIDUALS."

During my second year of teaching I read somewhere this piece of advice bearing upon the management of a school—"Govern individuals." It then seemed to me sensible advice, and I determined to try it by following it. After ten years of experience in obeying this maxim, I am prepared to say that it has helped me more in the control of my schools than any other single principle of action. Hence my present strong advocacy of it. What it means, why it should be followed, and how it may be carried out in the actual work of the school-room, may serve as our plan of treatment.

It means that in the teacher's effort to repress disorder, to stimulate to greater exertion in studies, to build up a more healthful public sentiment in his school, he should direct his efforts mainly upon individual pupils, not upon the school as a whole. It does not mean that the good order of the school as a whole should not be the end of the teacher's efforts, for no teacher should be satisfied until his entire school, or rather every pupil in his school, is in order. But it means that this effort to secure the good order of the whole school should be made mainly upon the individual members of that school.

But the objection is at once made that this will be a waste of energy, that the teacher will only fritter away his time and powers by caring for individuals, when he should marshal and direct his school as a whole. Such efforts have been compared to that of a drill sergeant who tried to train each individual soldier instead of a number of soldiers in a company, who took each soldier and placed him in his proper place in the ranks instead of calling the order, "Fall in." The comparison is not apt. If school management were solely training to mechanical perfection of order and movement, advice contrary to my maxim would be best. But we do not admit for a moment this superficial view of school management. Something of this is evident in every well regulated school, but this is far below our ideal of good school discipline. Correct outward deportment must spring from hearts recognizing the righteousness of order, and all must tend to moral education. I admit that the larger the school the more of the military system may be necessary to secure sufficient order for the profitable pursuit of the purposes of the school.

Governing individuals tends more to the proper development of good pupilship, and hence of good citizenship. It localizes responsibility. It compels, when skillfully employed, self-government.

There is probably not a teacher who has taught any length of time who has not had the following experience. When condemning his school or class for disorder or failure in lessons, he has, to his chagrin and disgust, noticed that only those comparatively innocent have "put on the coat." Their sensitive natures concluded that of course it must be they who were meant; while those really most worthy of censure received the condemnation, as a duck receives the rain on his back. How much better it is to select those most in blame, and deal with them individually, and generally in private.

Every community of children as well as every community of adults has its leaders. How true this is in every school of any size! There are leaders toward good and leaders toward bad. As these leaders go, so go their adherents. Happy that teacher in whose school the strongest pupils are the best. Such a school will govern itself. Always unsuccessful in any school is that teacher who fails to know and use these leaders among his pupils. Study to discover these at the first, and "when found make a note of it." Those who are strong on the side of right should be enlisted and trusted at the start. Place responsibility upon them, not in public but individually and privately. Those who are strong as leaders toward evil should be your constant study. Watch closely until you find some point at which you can influence them. Study to find some good point in their characters, for they all have them. Discover something in which they are specially interested. Meet them in this field. Show your interest in their specialty and in them. Encourage them. Help them. Be honest and honorable with them. Win, if possible, their good will. Strive to keep them busy. Appeal to their better nature. If all else fail, convince them that the good order of the school must be maintained at all hazards, and to this end they must be made to obey righteous laws. In all this, again, work with

individuals and suit your treatment to the varying natures of the individuals with whom you are dealing.

When there is general disorder or confusion in your school, do not shout "Order," do not rap the desk, nor strike the bell to secure quiet, do not upbraid the school as a whole for the disorder; but watch a moment until you find one or two leaders in the disorder, and then deal with those individually.

## THE SCHOOL ROOM.

July 5.—LANGUAGE AND THINGS.  
July 12.—EARTH AND NUMBER.  
July 19.—SELF AND PEOPLE.

## HINTS ON READING.

By E. L. MATTHEWS.

I have fifty-five pupils in my room, all are in the Second Reader; I think they are doing so well that I must sketch out my plans.

1. I do not think it best to have them all stand, they get tired; I call up three at a time, "John, Mary, Henry"—they don't expect it, remember.

2. I try to avoid all mechanical reading, because it is not reading.

3. I keep before myself the idea that good reading is telling me what they think—of course, in the words of another. Hence, reciting the words off doesn't suit me.

4. A bell strikes—they know that reading comes. I don't say, "Reading class take your places." They know it comes then. I begin to say, for example, "There was once an oak tree that had apples on it." Hands go up. What is the matter? "The lesson is about flying kites." "So it is; well, John had a kite ten feet long and fifteen wide." Hands are up again, "What is the matter now?" "It is about Henry." "Oh, you have read it very carefully, I see. Mary, Ann, Alice." They rise, and a paragraph is read by each.

5. "Very well for a beginning. Thomas, John, George, look at the first sentence and tell it to me," etc., etc. Others are called up.

6. I have every sentence marked in red ink, so I can call for sentence 1 or sentence 50, as I may need. I found it a task, but it is worth the trouble.

7. "Is there such a word as trouble?" "Yes, ma'am, 15th line," etc., etc. "Mary may write these words on the blackboard, in columns."

8. "He was a cheerful boy," I read. Hands go up. "What then?" "He was a 'lively lad'." "Is there a great difference? Who is cheerful here?" (The names of several are given.) "Who are lively?" (The names of several are given.)

9. "When they sent up the kite." Hands go up. "Well." "When they raised the kite."

10. Reviews.—"Each may select a paragraph for reading—as you read you must look at me at every fourth word." (I do this to require study, and to give life to the reading.) "William, Peter, James." They read—or when William has read two lines, I call for Lucy: "Tell me what he will read."

11. "I see the word struggle—Fanny, give me a sentence in which you use it." Thus, "cutting," "labor," etc., are used.

All this has taken ten minutes—we go at great speed.

12. Then I say, "Who has read something interesting at home?" Then every hand goes up, for I take great pains to have them read at home; we subscribe for *St. Nicholas*, *Wide Awake*, *Youth's Companion*, and *TREASURE-TROVE*; the latter creates quite a furor. I may say that the printing of some things written by this class, in *TREASURE-TROVE*, has made them watch the coming of that paper.

You will see I make this a "thought expression exercise." When it is anything else, it is not reading. It has cost me infinite labor to learn what I know about reading (I don't like the name); for I found that the ordinary methods stupefied. I have studied the matter and give you an outline of what I call a method of thinking and growing.

They are all so eager to tell me that they would consume an entire day if I would let them.

"Henry what was yours about?" A cat. "John?" Oh—well about an old man and a beetle. "Fanny, eh?" Yes, sir. "Mary?" About losing the path. "Kittie?" About a journey, etc., etc.

"What did you learn Sarah?" To be very careful about your companions. "That is a good thing to read about. Some one suffered badly, I suppose?" Yes, indeed. "Who has suffered here from the same cause?" Many hands go up. "Reading has a value then hasn't it?" Again, "What thought have you particularly noticed in your reading lessons. You may look if you have need of it." (None look.)

1. It tells about perseverance.
2. To persevere and overcome obstacles is good.
3. It tells how they enjoy themselves.
4. It is interesting to know how boys play, etc., etc.

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## OBSERVATION LESSONS, WITH SIMPLE EXPERIMENTS.

By JOHN F. WOODHULL, Professor of Natural Science in the New York College for the Training of Teachers.

## VIII.—"SULPHUR-GAS."

Experiment 18.—We lighted a piece of sulphur and laid it in a tin basin. It continued to burn with a small blue flame for some time. It appeared to give very little heat and only with considerable difficulty could we light a piece of paper from it. The heat of the burning sulphur was not sufficient to raise the lump above its own kindling temperature and hence the flame soon died out.

Experiment 19.—We held the tin basin containing a bit of the sulphur, several inches above a flame. The sulphur melted, then turned dark brown, and soon a very small blue flame appeared upon it. Here was spontaneous combustion. Some of the children said that kindling wood in a stove oven would catch fire if the oven was very hot and the door was opened. They said that if the door were closed it could not burn for want of air. Following this suggestion, we covered over the tin basin with a piece of window glass, shutting out the air, and found that the sulphur flame soon went out, although it was so hot that when the basin was uncovered, allowing the air to enter again, it sprang into flame.

By this time the odor of the burning sulphur was detected by all, and several of those nearest were coughing on account of it. It was a familiar odor—that of a burning sulphur match. We held a piece of moistened blue litmus paper over it and the paper turned red. We held a rose over it and it bleached out white. This suggested to one small boy the process of bleaching straw hats, of which he gave a very good account from his own personal observation.

Experiment 20.—We put a little carbon bisulphide into a tumbler, and brought into it a wire that had been heated slightly in a flame. The vapor in the tumbler sprang into flame, showing spontaneous combustion at a much lower kindling temperature than that of sulphur. The flame had the same blue color as that of burning sulphur; the same odor arose from it; moistened blue litmus paper was turned red by it; there was a yellow deposit upon the sides of the glass which looked like sulphur, and the name carbon bisulphide seemed to indicate that sulphur was present in this clear, colorless liquid. The children also wished to know if carbon was present, and wondered how beautiful yellow sulphur and black carbon could combine to make a clear, colorless liquid. It was suggested that possibly sulphuric acid had sulphur in it. The question was put to nature in the following experiment:

Experiment 21.—We put a little sulphuric acid into a test-tube, dropped into it a few bits of copper wire, and heated it over the flame of a lamp. Very soon it appeared to boil rapidly, but, when it was removed from the flame, the agitation continued without abating, so that we concluded it could not be ordinary boiling, and the odor indicated that the gas, which is formed when sulphur burns, was given off from this mixture in large quantities. The children called this "sulphur-gas," and took it as proof that sulphur existed in sulphuric acid. The residue in the test-tube claimed much of our attention, but it need not be recorded here as it is not in the line of the argument.

Experiment 22.—Several mineral ores were shown to contain sulphur, by heating them and obtaining the odor of this "sulphur-gas."

## EXPERIMENTS WITH INCANDESCENT ELECTRIC LAMPS.\*

Small incandescent electric lamps offer such facilities for experiments with electric light that one can, with very little trouble or expense, produce many effects which will be interesting and instructive. Electric lighting has now become so general and wide-spread, that many people, young and old, are desirous of experimenting for themselves in the production of an electric light, and this can be done by the use of simple and cheap apparatus, such as will be described.

These small electric lights, when produced, may be applied to many useful and ornamental purposes, for instance, the lamp or lamps may be placed among flowers, or in the hand of a statue, or inside a bisque figure, and, in fact, can be used for many other purposes which need not be enumerated. All this can be done



by means of a very cheap battery, and, if a more elaborate battery is employed, there are many practical uses to which the lamps may be put; for instance, lamps can be placed in dark closets and lighted at any moment by touching a button. A lamp may be fixed in the cellar and lighted by a switch before going down, or lamps could be placed in a hall or upstairs, so that a person coming in at night could, by pressing a switch, have a light immediately.

Wires could be run from a house to a barn and lamps placed there so that the barn could be lighted before leaving the house. In fact, there are so many ways of putting these small lamps to practical use, that they are too numerous to mention; they will naturally occur to the experimenter.

It should be remembered that these lamps consist of a filament of carbon enclosed in a glass globe which is exhausted of air; consequently there is but very little heat, and, therefore, they can be used where it would not be possible to use gas, lamps, or candles. There is, therefore, no danger of fire; in fact, there is so little heat from them that these miniature electric lamps are largely used by physicians for examinations of the mouth, nose, ear, etc.

It is, also, well to add that, for the lamps mentioned here, the force of the electric current required is so small that, it cannot possibly be felt by the naked hands. Thus, they furnish a safe, amusing, and instructive study for any one who desires to learn something of electric lighting on a small scale.

Many enquiries have been made as to whether these miniature lamps can be used for lighting a house throughout in place of gas or oil lamps. It may, therefore, be well to state, that while this is possible, the batteries required are numerous and costly, and few persons are willing to incur the trouble and expense necessary to accomplish this purpose. For the small lights for occasional use, such as mentioned above, the miniature lamps, with the batteries will be found practicable and useful.

#### BATTERIES.

Batteries for the production of the electric current may be divided into two classes, called "Open Circuit" and "Closed Circuit" batteries. The former are generally used for telephones, electric call bells, medical coils and many other purposes where the service required is only for a few seconds or minutes at a time. The latter, or closed circuit, batteries are used where the current is required continuously, as for instance, in electric lighting or in operating electric motors.

Open circuit batteries, such as the Le Clanché and other sal-ammoniac cells, are not suitable for use in connection with electric lamps. For this purpose the closed circuit batteries (in which is usually employed a solution of bi-chromate of potash and sulphuric acid) are the most suitable. Many persons enquire if the small incandescent lamps can be used with gravity cells. While, as a matter of fact, it is possible to do so, this battery is not adapted for the purpose, and the great number of cells required for the purpose make it somewhat expensive and cumbersome to carry on experiments with this class of cells.

The number of cells required depends upon the kind of lamp. Lamps are made of different candle powers, requiring various degrees in strength of current to make them give their proper amount of light. For instance, two cells of closed circuit battery are sufficient to light a lamp of one-half or one candle power.

It will probably assist the experimenter to state that each cell of closed circuit, or bi-chromate of potash battery, will give an intensity of about two volts (the volt being the practical unit of measurement of electric pressure or force).

#### A CHEAP BATTERY.

There are many persons who desire to conduct experiments with electric lamps, but who do not wish to go to much expense for batteries until they have learned more about this interesting subject. For their benefit, and also for the benefit of all our customers, we give below directions for making a battery, which is so simple that it can be made at home by any person possessing ordinary ingenuity. It is, at the same time, cheap and efficient. A battery of this kind should not cost more than about twenty cents per cell.

The materials for one cell would be as follows:

Two pieces of carbon pencil, about four inches long by one-half inch diameter.

One piece of rod zinc, same length and diameter.

About eighteen inches No. 20 copper wire. This should be in two pieces, one twelve and the other six inches in length. One ordinary tumbler. A piece

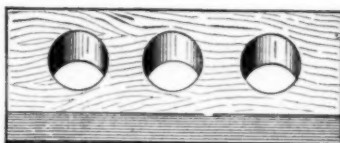
of wood, one-quarter to one-half inch thick, one inch wide, and long enough to reach a little further than across the tumbler.

The most important of these materials is the carbon, which should be of good quality. These carbons can be obtained from any dealer in electrical goods.

The zinc may be the ordinary rod to be obtained from electrical goods dealers or in hardware stores. It should be amalgamated. This is done by dipping in weak acid and then rubbing on a little mercury by means of a cloth or rag. This gives the zinc a bright, silvery appearance. If it is purchased from an electrical goods dealer it may be ordered ready amalgamated.

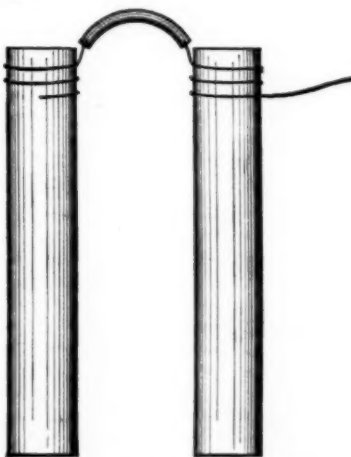
The wire may be either bare copper wire or the ordinary covered (or insulated) annunciator or bell wire, and can be obtained at nearly all hardware stores and from dealers in electrical goods.

To put the cell together, proceed as follows: Bore three holes in the piece of wood, making them large enough to allow the carbons and zinc to pass through easily, as shown below.



If insulated wire is used, scrape off the insulation from one end so as to get about three inches of the bare copper, then leave on three inches of the insulation and scrape the insulation off the remaining length. When this is done the wire will present the following appearance viz.: three inches of bare copper wire, three inches insulated and six inches bare. The bare wire should be well cleaned so as to have a bright surface.

Now, wind the three inches of bare copper wire tightly around the end of one of the carbons, and around the end of the other carbon wind a similar number of turns, as on the first carbon. There will then be three inches of insulated wire between the two carbons and a similar length of bare wire projecting from the end of one of them, thus:



In order to make a better contact of the wire with the carbon, it is well to pour a little melted lead over the ends of the carbons where the wire is wound. This binds the wire to the carbon, and makes a firm contact, preserving the wires from being attacked by the acid when the battery is in use. The melted lead will adhere to the carbon more firmly if the carbon is first made rough by file or other tool.

\*We are indebted to the Edison Lamp Company for the illustrations in this article.

#### WHY?

Let the teacher take a sewing needle of medium size, that has a very sharp point, and stand about eight feet from any sort of woodwork, and, holding the needle between the thumb and forefinger, try, by throwing it forcibly, to make it stick into the wood. Whatever be the dexterity and perseverance displayed, he will be unable to succeed.

Now let him pass a piece of thread through the eye of the needle, and he will succeed every time in sticking the needle into the woodwork. Why is this? Let him get pupils to try the experiment, and let them find out and give the reason "if it takes all summer."

The piece of thread that has been added will have converted the needle into an arrow, and will cause the point, under the impulsion given, to strike the object at which it is aimed at right angles, and thus the force will cause the needle employed to fix itself into the wood.

The physicist Comus, the author of this experiment, concealed the means employed in an ingenious manner. From among several threads of different colors, he caused the one to be selected that it was desired that he should use, in order, said he, that it might be seen that it was indeed the same needle that was found affixed to the wood. The thread acts as the paper the boys fasten to the end of a stick in which is a pin point, and which they call a "paper dart."

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

### A FRIDAY AFTERNOON EXERCISE.

By GEO. FLEMING, Junction, N. J.

#### THE SUN.

For the exercise I requested each pupil to prepare a list of questions about the Sun and hand them to me. The questions were to be upon any point upon which they would like information. (Of course I did not agree to answer all the questions.)

None of the pupils had studied astronomy, but many had studied geography considerably. These were some of the questions handed in:

- What is the sun?
- Of what use is it?
- What is its diameter?
- What is its circumference?
- How far is it from the earth?
- How far is it from the moon?
- Is it larger than the earth?
- Is it larger than the moon?
- How much larger than the earth is it?
- Is it really round? If not, why does it appear round?
- What is its color?
- Why does it look red during an eclipse?
- Why does it look like a ball of fire at sunset?
- What makes the sun so hot?
- What makes it so bright?
- What makes the sun move?
- What keeps it in its place?
- What is its position?
- Does the sun turn upon its axis?
- Has it day and night and change of seasons?
- Is it inclined?
- Does the sun get any nearer the earth?
- Is it a solid body?
- Has it air above it?
- How many motions has it?
- Is there night there? If so how long is it?
- Has the sun a uniform motion?
- Has it a north and a south pole?
- Are there parallels and meridians there?
- Does it rain on the sun?
- Is there land and water there?
- Does the sun have volcanic eruptions?
- How do they measure the sun?
- How do astronomers find out its distance?
- Of what is the sun made?
- Is there gold there?
- What makes the sky in the west red at sunset?
- Could we live without the sun?
- What would be the effect if the sun should cease to shine? Would the seas and oceans freeze if there were no sun?

If a person should ascend in a balloon could he reach the sun?

Can it be reached from the earth?

What causes an eclipse of the sun?

What would be the effect if the sun and moon should strike together?

If the sun should fall upon the earth, what would be the result?

Has the sun as much influence upon the earth as the earth has upon the sun?

Is the sun inhabited? If so, by whom?

Do the inhabitants of the sun observe the motions of the earth? If so, in what form?

Do the people of the sun see the earth as a ball of fire?

If the inhabitants of the sun and of the earth should change places, what would be the effect?

Do the inhabitants of the sun spend as much to find what the earth is made of, as we do to find what the sun is made of?

Do they have to write such questions as these about the earth?

That the pupils had been thinking however, was evident. They had also obtained some new ideas. They discovered by the answers I gave that it was impossible to find out much about the sun for one thing, and they also discovered there is a difference between supposition and real knowledge.

"It is with rare pleasure that I open each successive page of THE SCHOOL JOURNAL, for I continually find things to elevate the teacher and his profession. It is always like the breath of spring to the teacher who is seeking to advance into better methods."

Mount Olive, N. C.

F. E. B.

## STORIES FOR REPRODUCTION.

## ADVANCED.

When reading these stories to the pupils, care should be taken to speak very distinctly, but read them only once. Be sure that the pupils bring out the moral of the story.

## MINNIE AND HARRY.

Minnie and Harry started to go to grandpa's house one day. Instead of going the way they always went, they thought they would try a new way. They walked along for a good while, and then Minnie said, "Harry don't you think we ought to be there before this? I believe we are lost." "I'm most afraid we are," said Harry, with a little quiver in his voice. But just then they saw grandpa's white horse, in the next pasture, and they knew they were all right. "You'd better stick to the old way, my little man and woman," said grandpa when they told him about it.

## A FUNNY PLAYMATE.

Willie Ray has a funny playmate. It is not a dog, nor a cat, nor a horse. It is a toad. Some boys are afraid of toads, and some naughty ones like to hurt them. Willie has a good deal of fun with his toad, and he feeds him crumbs. He calls him "Spot" because he has some spots on his back. One day Willie had company; a boy of his own age, named George Gordon. George saw the toad and began to throw stones at him. Willie was very angry and he told George that he would not play with a boy who would wilfully hurt a harmless creature.

## THE FOOLISH MOUSE.

Graynose was a beautiful young mouse. His gray coat was very smooth and his whiskers were long. He thought he knew a great deal more than his mother, and he was very anxious to get out into the world where he might prove how smart he was. His mother told him to beware of cats and traps, and then she let him go. The second day of his journey the poor mouse was very tired and hungry. He came to a cunning little house, just big enough to live in, and there was a nice piece of cheese hanging from the roof. He forgot all his mother's warnings about traps, and walked right in. Of course the silly mouse never reached home, for he never got out of the pretty little house alive.

## JUMBO.

This Jumbo isn't the big elephant you all have heard so much about. This Jumbo is a little black kitten. Elsie and Josie gave him that name because he was so little. He never grew very much, so he makes a cunning playmate. He runs up stairs the first thing in the morning, and scratches on the girls' door. They always open it, and then the three have a great frolic. Jumbo has learned to open the kitchen door by jumping up and touching the latch with his paw. When he gets in the kitchen he follows the cook and "mews" till she gives him some milk. Josie and Elsie think he is the wisest cat they ever saw.

## HARRY'S VISIT.

Harry Adams had a very nice time in the country last summer. He was at his grandfather's for three months. Harry is a very busy little fellow, and sometimes he meddled with things that he should have left alone. One day he thought he would gather the eggs for his grandmother. He found a whole nest of eggs and carried them to the house in his hat. Grandma thanked him, and said nothing else. But as soon as Harry ran out of the room she carried the eggs back to the nest. The old hen had been off the nest for a minute taking a walk, and in the meantime Harry had taken her eggs. After that Grandma told Harry not to go alone for the eggs.

## THE HOUSE THAT JACK BUILT.

That is what the whole family called it. It wasn't a real house, of course, only a play house for Sue and Grace. Jack made it all alone, and the girls were very proud of it. It had doors and windows and several rooms. But that wasn't all that Jack did. He made some real nice furniture for the house, and a wagon for the dolls to ride in. I know some boys who think it more fun to tease their sisters than to help them. I am glad that there are some like Jack in the world.

## JENNIE'S WAY.

I want to tell you about Jennie Frye. She was a pleasant faced little girl and she always answered people in a very polite way. She said "thank you," and "and if you please," and "I beg pardon," and "yes, sir," and everybody who knew her said, "What a nice way Jennie has!" Some of her schoolmates noticed what nice manners Jennie had, and they tried to copy them. So before long there were a great many girls who had the same pretty "way."

## OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

## NEWS SUMMARY.

JUNE 22.—Efforts to release imprisoned miners at Dunbar, Pa.—Large fire in Martinique.

JUNE 23.—A syndicate of American and English bankers formed to buy up American gas works.

JUNE 24.—The Mexican agents of the Spanish trans-Atlantic steamers refuse to receive freights from Valencia, owing to the prevalence of cholera there.

JUNE 25.—Cholera at Valencia, Spain, decreasing.

JUNE 26.—The Silver bill sent to a conference committee.—The lottery bill passes the Louisiana "house."

JUNE 27.—The Anglo-German agreement regarding East Africa concluded.—The Panama canal commission reports that it would take twenty years and a cost of 1,737,000,000 francs (\$345,400,000) to complete the canal.—The president signed the "dependent pension" bill, bringing the pension list up to \$160,000,000 a year.—The U. S. senate passed a bill to admit Wyoming as a state.

JUNE 29.—Talk of Russo-French alliance.—Opposition to the federal election bill increasing.

## OUR SOUTH AMERICAN NEIGHBORS.

Since the holding of the Pan-American congress, and the likelihood that the commercial and political relations between the United States and the countries represented will become much closer, there has been felt a general desire to know more about them. The South American countries, especially, present an interesting field for study. Those of greatest importance are Brazil, Peru, Chili, and the Argentine Republic. Since the abolition of slavery immigrants have been pouring into Brazil. They are chiefly Italians and Portuguese. In the southern provinces German and Italian colonies have existed for years. A railroad has been projected, by which the rapids of the Madeira river will be avoided, and commerce will be carried to the foot of the Bolivian table-land. Rio Janeiro is the principal outlet of the coffee region, which is reached by means of several railways.

Peru's exports are sugar, cotton, nitrate of soda, Peruvian bark, and llama, vicuna, and sheep's wool. Railroads are now building to the rich mines in the table-lands. One is from the seaport of Mollendo to Lake Titicaca. Half of the people of Peru are pure Indians. In Chili the white population predominates. The products include guano, nitrate of soda, gold, silver, copper, and wheat. The Argentine Republic consists of a vast plain sloping down to the Atlantic from the mountains in the west and northwest. The provinces near the estuary of the La Plata possess a very agreeable climate, and are rapidly filling up with settlers from Italy, Spain, and southern France. The Parana river is navigable for sea-going vessels for a long distance. This country is of great commercial importance, the largest production being that of wool. In the neighboring republic, Uruguay, the principal industry is cattle raising.

## OUR TWENTY LEADING CITIES.

The population, according to an estimate based on the recent census, is as follows:

New York, 1,627,227; Chicago, 1,086,000; Philadelphia, 1,040,490; Brooklyn, 906,583; Baltimore, 432,095; St. Louis, 430,000; Boston, 417,730; Cincinnati, 315,000; San Francisco —; Pittsburgh, 250,000; Buffalo, 250,000; Cleveland, 248,000; New Orleans, 246,000; Milwaukee, 235,000; Washington, 228,160; Newark —; Minneapolis, 185,000; Louisville, 180,000; Jersey City —; St. Paul, 130,600. The official figures will vary a little from these, but not much. Newark's population is estimated at 200,000.

## THE SILVER QUESTION.

There was a hard fight in congress on the silver question until the recent action which averted the danger of free coinage, at least for this session. It is held that the clause in the house bill that provided for the redemption of silver certificates at the current value of the bullion behind those certificates would have been to make silver a commodity subject to constant fluctuations in value. All can see the necessity of keeping money—the standard of value—from changes in value. The effect was seen during the war, when gold increased in price and paper money depreciated. The senate bill, on the other hand, would open such a wide door for silver that gold might be forced up above par, thus becoming a commodity. The work of the committee will be to find the mean between these dangerous extremes.

## BRAZIL'S NEW CONSTITUTION.

Braz has just entered upon its career with a new constitution, which is modeled after that of the United States. The president alone is responsible to the nation. The ministers are replaced by secretaries of state, who are answerable to the president alone. Parliament will consist of a house of representatives and a senate. The powers of these two bodies will be of a purely legislative character, and an adverse vote by either chamber will not entail a

change of ministry. A new house of representatives will be elected triennially, and a new senate every nine years. The president's term of office will be six years. The first presidential election will be by Congress and has been fixed for November. All the leaders are now in favor of Gen. Fonseca for the first president. The outlook for the future of the new republic is most encouraging.

THE NEW OCEAN CABLE.—The work of laying a cable from Halifax to Bermuda has been finished. When the ship that was used to lay it was two hundred and forty miles from Halifax, a message was sent to that city over the cable announcing this fact. Who laid the first Atlantic cable? What are some of the results from communication by cable?

TORNADO IN ILLINOIS.—A tornado passed over Cornell, Ill., in a path eighty rods wide and about four miles in length. Everything in its path was either totally wrecked or badly damaged.

FEDERAL ELECTIONS.—Congress is considering a law for the regulation of elections of congressmen and other federal officers. The elections are now controlled by the states. In favor of the bill, it is said that such a law is necessary to secure fair elections, especially in the South. The opponents of the bill hold that it would be a dangerous blow at the principle on which the republic was founded—self-government; that it would enable the party in power to hold their power by the use of United States marshals at the polls.

THE NEW FLAG.—On the Fourth of July the ships of the American navy ran up to their mast-heads the new forty-two star flags. The stars are in six rows of seven stars each. The original flag of the United States, consisting of thirteen stripes and a union of thirteen stars, was adopted June 14, 1777. This was used until 1818, when congress increased the stars to twenty, and provided that thereafter a new star should be added on the admission of each new state to the Union. What flags were used before the stars and stripes?

DESTRUCTIVE GALE.—A gale occurred on the Scotch coast. Nine vessels were wrecked and thirty-five lives lost. What other dangers do vessels meet? Where do the most furious windstorms occur, and why?

TRUSTS ILLEGAL IN NEW YORK.—The court of appeals in the case against the sugar trust decided, that it is illegal. This is considered a test case in regard to all such combinations. What is the effect of the formation of trusts on prices?

LOUISIANA'S LOTTERY.—The bill extending the time of the charter was passed by the lower house of the legislature of that state.

SAN SALVADOR'S PRESIDENT DEAD.—President Menendez died suddenly soon after the conclusion of a banquet given on the occasion of the fifth anniversary of the entrance of Gen. Menendez into San Salvador, and the defeat of the Zaldívar faction. Gen. Carlos Ezeta, the leader of the forces, took command.

ARMENIANS AND KURDS.—Serious conflicts took place between Armenians and Kurds, in which many were killed on both sides. Describe these people.

NEWFOUNDLAND'S TROUBLE.—Lobster factories were closed by order of the British government, on St. George's bay and other places on the French shore. This was done in pursuance of the agreement lately made between the English and French governments. This is hard on some of the people, as fishing is about their only way of earning a living. Tell what you know of Newfoundland. What causes the heavy fogs near its coast?

A GREAT BRIDGE.—Congress has just passed a bill for the building of a bridge across the Hudson river, from New York to Jersey City. The bridge which will be similar to the Brooklyn bridge, will be over 7,000 feet in length, 100 feet wide, and 140 feet in the clear above high water mark. The cables, of which there will be four, two on either side, will be 4 feet in diameter, and will contain 15,000 steel wires each. The Brooklyn bridge cables are 15 inches in diameter. The anchorages on each side will be solid masonry 210 feet high, 180 feet wide and 400 feet long, or larger than the largest pyramids of Egypt. Mention some large suspension bridges.

CENTRAL AMERICAN TROUBLES.—Honduras will take common cause with Guatemala against San Salvador, and the latter is seeking alliances with Nicaragua and Costa Rica. Mexico remains neutral at present, though appealed to. Guatemala has declared a rigid censorship over the telegraphic service.

THE HENDRICKS MONUMENT.—A handsome monument to Vice-President Hendricks was unveiled at Indianapolis. Governors Campbell, Francis, and Hill were present.



## OF SPECIAL INTEREST TO PUPILS.

**CHRISTIANS AND MUSSULMEN.**—Cardinal Lavigerie has recently given an account of the condition of affairs in equatorial Africa. The Christian settlements around the great lakes, especially in the empire of Uganda, are in great danger on account of the active enmity of the Mahdi. The Mussulmen from Egypt and Zanzibar have never ceased to tell the king that the missionaries are only the advance guard of the European invading armies, and that the rapid conversion of his subjects to Christianity is the sure forerunner of the invasion of his states, of their conquest by France and England, and of his own subjection to foreign masters. The delivery of Emin Pasha effected by Stanley's heroism; the recent conquests of the Germans on the eastern coast and in the neighborhood of Uganda, the quarrels between England and Portugal, the advance of the Italians into Abyssinia—all this, and much more, proclaimed by the Arabs and Mahdists among the negro tribes, confirm the fears entertained by these of the Europeans, and the character given to the missionaries by the slave hunters.

**EDISON'S TALKING DOLL.**—This is one of the latest of Edison's wonders. Its mechanism is very much like that of the commercial phonograph, but of course much more simple and inexpensive. A cylinder of wax-like material records the speech or song to be repeated by the doll. By the simple operation of turning a crank any child can make the doll say, "Mary had a little lamb," "Jack and Jill," or whatever it was, so to speak, taught to say in the phonograph factory.

**THE KANGAROO AND THE BUFFALO.**—The destruction of kangaroos in Australia is going on at a rapid rate. Farmers are their enemies, because one kangaroo eats as much as six sheep. It is curious to learn, however, that if the kangaroo is likely to be exterminated, a new introduction, the wild buffalo, has found a home in the plains of Northern Australia, where it is now to be met with in vast herds. These animals, which are said to be of extraordinary size, and to possess splendid horns, are, apparently, the descendants of the first buffaloes which were landed at Port Essington, in North Australia, about the year 1829.

**A JAPANESE ROYAL PROCESSION.**—When the empress recently visited Osaka, the following directions to the people were published: "When her Majesty shall pass along no one must look at her from the frame built on houses for the drying of clothes, or through cracks in doors, or from any position in the upper portion of their houses. If anybody wishes to see her Majesty he or she must sit down at the side of the road by which her Majesty will pass. No one must look at her majesty without taking off his hat, neckcloth, or turban, or whatever else he may be wearing on or about his head. Moreover, no one must be smoking while he or she is looking at her majesty, nor must anyone carry a stick or cane. Only women wearing foreign clothes will be permitted to retain their head covering. Although it may rain, no person will be allowed to put up an umbrella while her majesty may be passing. As her Majesty passes no one must raise his voice, nor must any sound be heard, nor must the crowd close in and follow her carriage."

**JAPANESE CAMPHOR.**—Camphor is obtained from trees belonging to the government and also from those owned by private individuals. The largest yield of gum from the trees is obtained during the cold season; first on account of the sap or essential oil contained in the tree then being concentrated in the big roots and the lower part of the stem, and secondly, as the distillation can be done more efficiently by using cold water. The vapor obtained by passing steam through a quantity of chips is condensed, and their the crystals and the oil are separated by pressure. The camphor thus obtained is in a very wet condition, and loses up to 30 per cent more of oil and water until it is put on board a vessel.

**A GREAT BOULDER.**—In the town of Montville, New London county, Conn., about six miles south of Norwich, is a boulder of extraordinary size. Its height is about sixty feet; its cubical contents, seventy thousand feet; and its approximate weight, about six thousand tons. It is said that a Mohegan Indian occupied the cavity beneath the rock, at the time of the first settlement of the country, as a dwelling place.

**GOLDEN NUGGETS.**—The first large mass of gold found in California was discovered by a young soldier in the Mokelumne river. It weighed between twenty and twenty-five pounds. In November, 1854, a mass of gold was found at Carson hill, Calaveras county, which weighed 195 pounds troy. This is the largest piece of gold ever found in the state. In 1856, at French Ravine, Sierra county, a nugget was found which contained considerable quartz, but yielded \$10,000, while another was found at an earlier date, in 1851, the gold from which was valued at \$3,000. In 1858 a mass of gold was found on the west branch of Feather river weighing 54 pounds avoirdupois before and 49 1-2 pounds after melting.

## CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

## A CONVERSATION CLASS.

I have charge of a very interesting roomful of children varying in age from six and a half to eleven years. In our school we have a delightful gathering of the older pupils, known as the conversation class, in charge of a cultivated and broad-minded woman. My little ones seem to be such 19th Century children and so full of eagerness for knowledge and general information, that I hit upon the plan of forming a little circle similar to the older one. We, of course, being young, and not up to the dignity of seminary hall, call ours a "chat class." After roll-call in the morning, with the little bright faces looking eagerly into mine, I will say (this just as a sample): "Well children, what one thing did we all have for breakfast this morning?" Some will say bread, some coffee; then I take the greatest number that said one thing, which is likely bread. The first question is—How do we get bread? From flour. How do we get flour? From wheat. How do we get wheat? Then some who have been in the country will know. I tell them the process of preparing mother earth and why we call her mother earth. Explain the sprouting of the grain, the sun and rain necessary, how the little plant gets its food from the ground; the ripening of the wheat; the coming of the powerful threshing machine and how the farmer's wife has been cooking and brewing for days to feed the men who come to work. How the wheat is put into bags and taken to the mill, and how we buy the beautiful, white flour. Then I am ready, after the innumerable questions with which our chat is interlarded, to tell them about mamma, or rather to have them tell—going into the kitchen at night and directing 'Liza to have flannel cakes and biscuit for breakfast. Some mornings we take coffee; then the planting, picking, shipping, roasting, and grinding are talked of. The countries where it grows are pointed out on the map, and the color and customs of the natives discussed. Then we go to the cups we drink it from—the children telling the colors and shapes of those they use, and becoming very much interested in the story of their manufacture, etc.

I find in my primary work that the natural intelligence of a child is a God-like thing, and that time spent in drawing it out and feeding it pays large dividends. NELLIE C. ALEXANDER.  
Louisville Female Seminary.

## A GOOD PLAN.

I have adopted the plan of giving the scholars, each day, a maxim, proverb, or quotation carefully selected from the best authors, and have been astonished at the number that have been perfectly committed to memory in a few months and so thoroughly learned, as never to be effaced.

I have in one of my scrap books, under the heading of "Queer Corner" some very quaint, curious, and interesting, as well as instructive, items of knowledge about natural objects, people, and countries. At the opening session in the afternoon I read and talk about one item or dictate it to the class to write.

In this way much useful information is being stored up and only a few minutes are consumed in the doing. Another day the items are reproduced from memory and thus fixed in the mind.

THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE always contain items which may be utilized in this way.

"The Chautauqua Town and the Country Club" are doing a good work in encouraging its members to note daily little phenomena and take minute observations.

Moments which might otherwise be spent in mischief for the want of proper direction may thus be made productive of good good. ANNA JOHNSON.  
Mt. Vernon, N. Y.

## CURED OF TRUANCY.

Some time ago a boy came to my school who looked smart, but who was very backward. I found he preferred to go fishing to coming to school; this was the cause of his backwardness. After he had been to school two days he was absent—had an excuse. I found he had been fishing. I wondered if I could make the school as attractive as fishing.

I pondered over this problem and I read THE JOURNAL and other journals to get light. Finally, I changed the plan or course of study and made it more objective and real. I put in some forms of manual training (I had two assistants), and we made excursions. Jared was the head one in this movement. He does not run away now nor "play hooky." I tell him when he wants to go to let me know. When he does let me know I say, "Wait till Saturday and I will go along."

I try to make the school a real affair; I think the reason the boy likes to hunt, fish, etc., is because it is real. Mirville, Va. W. L. SCOTT.

(We wish teachers would send us more instances like this, for this is good; not that this teacher was perfect, but he was on the right track with that boy. Depend upon it there is something in every bad child, that is good. When this is found it can be worked upon, influenced, and made the most possible of. Motive is everything. It may be a rattle, a picture, a story, a game, a book, physical exercise, making something. There is something everybody likes to do better than anything else. There is something down

in the heart of every child, the difficult thing is to find it. If found the child is saved, if not found he is pretty certain to be lost. The good teacher will find the way if it takes "all summer," as Grant said.—EDS.)

Would you teach grammar to pupils, say twelve or fourteen years of age?  
J. PETTEE.  
Toledo.

There is a good deal of work that is called "grammar" that is profitable to pupils; for example: (1) The classification of words. The teacher may ask the pupil to write out the nouns in a paragraph, then the verbs, etc. (2) Then a nicer distinction may be made, as to write out the nouns, used as subjects; verbs expressing present time, etc. But this is to be done by pupils who are of an age to benefit by it, not the primary pupils, remember. The object is training to think, and also get some knowledge that may be useful when the high school is reached.

Is there a falling off in the attendance in the public schools during the past ten years?  
A. L. M.

The enrollment of pupils in the public schools of the United States was nearly 32 per cent. greater than the preceding ten years, while the increase of children from six to fourteen years of age was but 29 per cent. In the Southern states the increase in enrollment was 100 per cent., whereas the increase in the number of children was only 30 per cent.

Will teaching that part of the rules for capital letters relating to capitalizing names of the Deity be considered as sectarian teaching?  
J. M. BUCHANAN.

This is a good hit. We seriously think that in years to come there will be a great deal of moral and religious teaching in the schools. The various sects are getting closer and closer; and above all the teachers are becoming more able every year to give such teaching. A very immoral man can have reading in the Bible regularly and a good deal of it; there must be character molding, and it can only be done by one who possesses a character himself; that is, one who lives in accordance with the laws of his Creator. More and more such persons are entering on teaching every year.

What is hypnotism? I have a pupil that a physician of this city says is a very remarkable young man, being susceptible of hypnotism. Is there any use of it? Is it not likely to be abused?  
R. ELLISON.  
Buffalo.

Hypnotism is a state of trance into which a human being may pass. The usefulness of it is not clearly apparent. It is in the experimental stage at present. Prof. William James, of Harvard, says: "I know a non-hysterical woman who, in her trances, knows facts which altogether transcend her possible normal consciousness—facts about the lives of people whom she never saw or heard of before. I am well aware of all the liabilities to which this statement exposes me, and I make it deliberately, having practically no doubt whatever of its truth. My own impression is that the trance condition is an immensely complex and fluctuating thing, into the understanding of which we have hardly begun to penetrate, and concerning which any very sweeping generalization is sure to be premature. A comparative study of trances and subconscious states is meanwhile of the most urgent importance for the comprehension of our nature."

Who was appointed by congress to deliver the funeral oration on George Washington?  
J. S. S.

Gen. Henry Lee (the father of the Confederate general, Robert E. Lee), familiarly known as "Lighthorse Harry." In his celebrated eulogy on Washington occur the words, "First in war, first in peace, and first in the hearts of his countrymen."

1. How is Alaska governed? 2. Are Washington and Montana states?  
A. M. S.

Like any other territory. Congress is given power, by the constitution, "to dispose of and make all needful rules and regulations" respecting them. As soon as enough persons settle in any section congress gives them a government, in order that safety and justice may prevail, and as the first step toward making a new state. May 17, 1884, congress created a distinct government for Alaska with a governor, and a district court sitting at Sitka, the capital, and at Wrangel. 2. Yes.

1. In the sentence, "It is not time," what does "not" modify?  
2. Is there any rule for pronouncing the last syllable of words like "learned" "beloved."  
R. C. G.

1. The adjective complement.  
2. Two syllables when used as an adjective; if the latter word is used as a noun it is pronounced in three syllables.

Please tell me the location of some physical training school where a young lady can take a thorough course for a year or more as desired?  
M. L. T.

There are no schools devoted to physical training alone. You could be instructed in Boston, Dr. Emerson's school—or in this city at the Berkeley Lyceum—that is you could go an hour each day. This subject is attracting much attention; several have inquired about it.



## EDUCATIONAL NOTES.

### EDUCATIONAL ASSOCIATIONS AND SUMMER SCHOOLS.

Alabama, State Ass'n, Montgomery, June 24-6.  
American Institute of Instruction, Saratoga, July 7-10.  
Arkansas, State, Mt. Nebo, July 8.  
Delaware, State, July.  
Illinois, Southern, Carme, Aug. 26-28.  
Kentucky, State, Hopkinsville, July 1-3.  
Kentucky, State, Frankfort, June 25-7.  
Louisiana, State, Shreveport, July 2-3.  
Maryland, State, Bay Ridge, July 8-10.  
Missouri, State, Sweet Springs, June 27-8.  
Missouri, State, Bonne Terre, July 15.  
National Association, St. Paul, July 8-11.  
New York, State, Saratoga, July 7-9.  
Ohio, State, Lakeside, July 1-3.  
Oregon, State, Salem, July 1-3.  
Pennsylvania, State, Mauch Chunk, July 8-10.  
Southern Educational Association, Morehead City, N. C., July 1.  
South Carolina, State, Greenville, July 16-18.  
Tennessee, State, Memphis, July 1-3.  
Texas, State, Galveston, June 24-6.  
West Virginia, State, Moundsville, July 1-3.

#### SUMMER SCHOOLS.

Pennsylvania Summer School, Wilkesbarre, July; Altoona, Aug.  
Lake Minnetonka Summer School, Excelsior, Minn., July 8—August 5.  
Arkansas Summer School, Mt. Nebo, July 8—Aug. 15.  
White Mountain Summer School, Littleton, N. H., July 9—29.  
Wisconsin Summer School, Madison, July 14—August 8.  
Erie (Pa.) Summer School of Methods for Teachers, July 14—Aug. 8.  
Interstate Summer School, Edinboro', Pa., June 30—July 11.  
Columbus, Ohio, July 14—July 25. Pottsville, Pa., July 21—Aug. 1. Asheville, N. C., July 28—Aug. 8. Jefferson, Ohio, Aug. 1-15. Grand Rapids, Mich., Aug. 13-29. Detroit, Mich., Aug. 18-29.  
Summer School of Methods for Teachers and Kindergartners, Pacific Grove, Cal., July 1-6—August 6.  
Monteagle (Tenn.) Assembly, July 1-Aug. 25.  
Harvard University Summer Courses, July and August.  
School of Expression, Newport, July 5.  
Chautauqua College and Schools, July 5—Aug. 15.  
Amherst Summer School, Amherst, Mass., July 7—Aug. 8.  
National Summer School of Elocution and Oratory, Grimsby Park, Ontario, July 7—Aug. 15.  
Boston Summer School of Oratory, July 8.  
Duluth Summer School of Languages, July 8—Aug. 16.  
Sauveur Summer School of Languages, Burlington, Vt., July 9—Aug. 19.  
Martha's Vineyard Summer Institute, July 14.  
Southern California Summer School—Santa Monica, Cal., July 14 to August 22.  
Bay View, Michigan, Assembly and Summer University, July 16—Aug. 13.  
Glens Falls, New York, Summer School and National School of Methods, July 29—Aug. 16.  
Nova Scotia School of Science, Parrville, July 21—Aug. 2.  
Teachers' Training School at Salamanca, N. Y.—July 29-Aug. 22.  
State Normal Institute, Troy, Ala., Aug. 11.

STATE Supt. Waller, of Pennsylvania, has arranged the order of examinations for the state normal schools as follows:

1. A careful written examination in the following branches: First—mathematics, including arithmetic, algebra and geometry. Second—natural sciences, including natural philosophy, botany and physiology and hygiene. Third—language, including spelling, reading, grammar, rhetoric, and the elements of Latin. Fourth—historical sciences, including geography, history of the United States and the Constitution of the United States. Fifth—Professional studies, including mental philosophy, methods of instruction and school economy.

2. A special examination in drawing, vocal music and book-keeping. No student who has not studied these branches to the extent required, and for the length of time named in the course of study, can graduate. This is good ground.

Normal school principals are earnestly requested to make a thorough, personal, preliminary examination of the classes, in their several schools, and to drop all students not fully prepared, both in scholarship and teaching skill.

To facilitate these examinations, each school is requested to provide its class with a room furnished with desks, a blackboard upon which questions may be written, and a sufficient quantity of unruled paper in half sheets, about eight by ten inches in size, clasps for fastening the sheets together, and suitable pencils for writing.

The state superintendent hopes to find at all the schools the minutes of the proceedings of the several boards of examiners which have held sessions at these schools, including complete lists of all students recommended for examination.

PRESIDENT THOMAS J. GRAY, who has just relinquished the care of the St. Cloud, Minn., state normal school, has been elected first principal of the Colorado state normal school, at Greeley. A great school has been projected there, and the hearts of the best people of the state are in the work. The opportunity is a great one, and President Gray has had the experience and is the man to give it the largest growth. His mature life has been spent in normal school philosophy and practice. We are glad that the board offers him the largest liberty, but, upon him therefore is thrown the greater responsibility. We predict for him long and successful work in his new field. The best wishes of THE JOURNAL go both with him and his wife, for her experience will be of material help to him in carrying out his plans.

THE traditional woman who lives in mortal terror of rats and mice, once in a while gets into the school-room. Last week, Tuesday, a rat found its way to a primary school-room in Broome street in this city. The teacher saw it approaching her desk. If there had been a fire in the school she probably would have faced the danger boldly to save her young pupils, but the sight of a real live rat was too much for her nerves. She uttered an exclamation and ran toward the hall, followed by about half of her scholars. The remaining girls climbed on the benches, while the boys shouted. The janitor heard the tumult and quickly learned the cause, as the children were crying out, "A rat! A rat!" He found a club and went into the class-room to kill the disturber of the peace, but the rat ran back to the cellar unharmed. Nobody was hurt during the brief reign of terror. This was not an educational rat. That would have been harmless in comparison.

THE Hamilton Model School (Canada), under the direction of Prof. S. B. Sinclair, is described by a visitor as employing the methods of the "New Education." A lesson in primary geography, on the bay and city of Hamilton, was well taught by means of a molding-board, on which a map of both was made in glass-blowers' sand. In the room is a fine library, containing a large number of books on teaching. There are thirteen kindergarten class-rooms in Hamilton, and most of the children receive a year or more kindergarten training before entering the primary grade. The primary teachers speak in the highest terms of the children received from the kindergarten. They consider them in every way stronger and better fitted to grapple with the primary work.

In number work the pupils discover everything from objects; colored splints were the principal objects used. Each number is gone over thoroughly before proceeding to the next.

A great many different devices are used for keeping the children profitably employed at their seats while the teacher is teaching the small class at the front of the room. One method, which we particularly noticed as being very ingenious and profitable, was the drawing of picture stories of numbers by the pupils.

At four P. M. a meeting of all the primary grade teachers was held, which was very profitable, as here each teacher felt free to speak of any difficulties in her work.

"AN ounce of brain with a pound of energy will accomplish more than a pound of brain with an ounce of energy." This is true of teachers and pupils. It is quite remarkable what teachers with a very moderate amount of knowledge have accomplished. One man, who constantly made mistakes, could hold little knowledge even if he got it, now dispenses diplomas of A. B., A. M., and all that. He owes it to his energy. He gave his best judgment to the case and then "pushed." His class in chemistry could not get a great deal from him, but he pressed them with what he did know.

As the teachers who will flock to Martha's Vineyard to attend the summer school will ask President Morey why the island is so named, and as he may not know, we give the reason: "A familiar name in the old Dutch times in Albany, was Wyngaard. Captain Block in his cruise of discovery called an island he came across Martin Wyngaard's island since corrupted to Martha's Vineyard island; likewise Wyngaard's Point is called Vineyard Point. The W and V are often interchanged in Dutch, as they are in cockney English. 'Put it down with a We my lord,' said Mr. Weller, when the judge asked him if Weller was spelled with a V or a W. Block island was named after Captain Block himself."

BROOKLYN'S high school boys will be housed after a year or two in one of the costliest school buildings to be found in the country. The school-house committee of the board of education has approved of plans for a new boys' high school. The edifice will occupy the center of a plot, having a frontage of 138 feet on Marcy avenue, and a depth of 153 feet. The breadth in the rear will be 96 feet. It will be built in the Romanesque style, with a square tower 152 feet high on one side, and a round tower 104 feet high on the other side. The main entrance will be through a square tower. There will be side entrances.

The basement will contain a chemical laboratory, toilet rooms, and 8,850 square feet of floor surface for a playground and for gymnastic drills. The boiler and fuel rooms will be under ground and away from the buildings. The auditorium, capable of seating 1,100 boys, including the gallery, will occupy the rear end of the building. On the first floor there will be a reception room, an office, toilet rooms, lavatory, hat and coat rooms, and a lecture room, which is to be connected with the laboratory below by a dumb waiter.

There will be twenty class rooms distributed about equally on the three floors, and with accommodations for between seven hundred and eight hundred pupils. The space in the attic will be arranged for purposes of modeling, drawing, and photography.

The basement will be built of rock-faced Lake Superior stone, and the upper stories of brick, with stone trimmings ornamented with terra cotta work in the shape of panels.

THAT New York state is advancing is attested by her work in education. We have an example of this in the schools of Buffalo, which have shown the same wonderful growth as her population and commerce. The city, ten years ago, had school grounds and buildings that the comptroller valued at \$784,900. To-day the plant is worth \$1,826,055—an increased investment of 132 per cent. They spent for maintaining their schools in 1879, \$314,451.35, and for last year \$844,492.98, or an increase of 168 1-2 per cent. Of these sums, teachers' salaries were \$282,927.16, and \$413,094.52 respectively, which shows that they paid 46% more for public instruction than they did ten years ago. The registration of pupils in 1879, and in 1889 compared shows a gain of 74 1-5 per cent., while the average attendance has increased nearly 44 1-2 per cent. The number of teachers employed ten years ago was 439; now 682—an increase of nearly 50 per cent.

The fifty private schools and colleges in the city show an increased attendance of 40 per cent in ten years.

Two weeks ago a tornado struck a school near Rockford, Ill., and killed several pupils, and last week Tuesday another one occurred near Earlville, in the same state, in which fifteen people were killed, among which was a teacher and seven of her pupils. Without wavering, the whirling tempest struck the little school-house, and the building was torn to pieces. There were but eight persons in the school-room, and as the storm was heard coming up they attempted to rush outside. It was too late, however, for the tempest was upon them, and not one escaped. The teacher, Miss Maggie McBride, and her seven pupils were instantly killed, and their bodies were carried some distance. All were fearfully bruised, and some were crushed and pounded almost beyond recognition.

PROF. JOHN KRAUS says: "In July 1, 1884, a municipal (or as we would say public) kindergarten was founded, the first of its kind in Thuringia, the birthplace of Froebel." Let others write of what they know of this matter.

DR. F. J. CHENEY, for many years principal of the Kingston academy, has resigned to accept the inspectorship of the academies and high schools of the state of New York, under the supervision of the Board of Regents, an office recently created. We have long regarded Prof. Cheney as one of our ablest men. He has done more than "hold the fort" at Kingston; he has been a believer in education and educational progress. Years ago, when most principals doubted the usefulness of educational journals, he was a subscriber and contributor. It is an excellent appointment.

JAS. W. QUEEN & CO., of Philadelphia, offer (1) a prize of \$100 to any pupil in the United States, for the best essay on Johann Faber's lead and colored pencils; (2) a prize of \$36 to any person in the United States, for the best drawing made with Faber's Siberian pencils;



(3) a prize of \$25 to any one in the United States, for best drawing made with Johann Faber's drawing sets of polygrade pencils; (4) a prize of \$10 to any child in the United States, under 14 years of age, for the best drawing made with Johann Faber's wax crayons (or creta laevis) pencils; (5) a special extra prize, as compensation to the writers of essays for competition for the \$100 prize. The above prizes are open to competition until November 1. For circular, address J. W. Queen & Co.

PRINCIPAL BURDICK served a mandamus from the Supreme Court on the members of the board of education of Long Island City, ordering them to pay him the \$630 salary due. The board of education (it will be remembered) removed Mr. Burdick, but the state superintendent of education reinstated him. It can hardly be believed that the board paid no heed to this mandamus. The board met on the 26th, and Mr. Pitcher, the chairman of the committee on finance, moved that the \$630 due Mr. Burdick be added to the first ward school pay roll; but the rest must be referred to the corporation counsel. Miss Lawton, a teacher who was removed last December, and whom the state superintendent ordered reinstated will get her salary also; for if this board don't pay they will be locked up.

THE university at Ann Arbor, Mich., on June 27, at its 46th commencement graduated a class of 545. We do not believe this can be equaled anywhere else in the world.

THE Yale examinations have been in progress this week in this city. The Harvard examinations for women were held also. The subjects are identical with those of the examinations for admission to Harvard University and the same papers are used. The certificates given those who pass these examinations, if presented within one year after their date, will be accepted at Vassar, Wellesley, and Bryn Mawr colleges, and at the Harvard annex. The New York local committee offers for the best papers this year two scholarships of \$300 and \$200, respectively.

#### NEW YORK CITY.

The annual commencement exercises of the Normal College are always exceedingly interesting. They bring into prominent view the results of the great school system of the city, that is, so far as the girls are concerned. There will be every year 80,000 girls in the primary and advanced schools; this year 274 had (like cream rising to the very top) finished the studies the board of education had assigned and received diplomas testifying this.

This institution holds a high rank, it is now a college by law; it has a five years' course. This annual event brings together a good many noted people, and shows how firmly the public school system is imbedded in public estimation. We shall not say that the exhibition of 1500 fair young women has nothing to do with attracting the crowds that assemble; may we never be insensible to youth and beauty!

The board of education was well represented; Prest. Simmons was deeply affected, he was making his parting address. President Hunter stated that, including this year, 4,632 pupils had been graduated; of these 2,000 were now teaching in the schools of the city.

These prizes were awarded: Gold medal for proficiency in German—Matilda W. Miller. Honorable mention—Carrie Adler, Ella Baylos; silver medal for the greatest progress in German—Sarah Spear; silver medal for methods of teaching—Inez Cohen; bronze medal for methods of teaching—Mary E. Bole. Honorable mention—Grace Jelliff, Gertrude M. Smith, Lillian Linsley, Alice Isaacs; gold medal for physiology—Mary E. Bole. Honorable mention—Estelle Main, Miriam Sutro; gold medal for Latin—Emma G. Mateer. Honorable mention—Miriam Sutro, Mary J. Lynch; 1st prize gold watch for French—Mary E. Bole. Honorable mention—Rachel Davies, Lena Davidson; \$40 prize for French—Fannie McDowell. Honorable mention—Cornelia Morris, Gertrude M. Smith; \$50 prize for English literature—Belle Rauch. Honorable mention—Amanda Lang, Mary E. Bole; \$26 prize for literature—Amanda Lang. Scholarships in kindergartening to Alice Isaacs, Matilda Miller, Estelle Mayns, Thirza M. Happy, Carrie Adler, and Nellie Mott.

Scholarships in manual training Ella Baylos, Emma G. Mateer, Martha Goldberg, Blanche Hirsch, Frances Jones, Annie Levy, Marguerite M. Lambert, Helen Stethimer, Mary Nolen, Lillie Levy, Minnie Ikelheimer, Rosalie Lowenfels, and Addie L. Carle.

A speech was made by Gen. Sherman. Among other

things he said: "Don't be in a hurry to marry—wait until you get the right man; if you make a mistake you are caught forever."

The "Graduates' Reception" of the training department of the Normal College of this city was held June 25. There are 52 young ladies from this department to enter the Normal College. The Scriptures were read, and a prayer offered by Rev. C. L. Thompson, D. D. (We mention this to show that the Bible is not out of the New York schools.) Very many of the exercises related to Walter Scott—the reception might have been called a "Scott Symposium." (We mention this as a hint to teachers everywhere who want to know how to make their receptions interesting.) For example, "A sketch of this poet; songs of his composition; quotations from him (and others); selections from his writings; anecdotes about him, etc. Twenty-four little girls came in, each with plaid over her left shoulder, and a feather and a bow and arrow, and went through a variety of very graceful exercises that, as calisthenics would have been applauded, but as a pantomime of shooting, etc., was very beautiful. At one point when they had their bows pointed up, the school sang, "I shot an arrow in the air," etc. Two girls danced the Sailor's Hornpipe. (True, in olden times this would have been considered quite improper, but it was nothing more than a species of gymnastics.) Sixteen of the graduates gave a pantomime of Tennyson's "Bugle Song." There was a beautiful class song composed by Miss Jarrett, then addressed by several gentlemen. Miss Parsels, the superintendent, received much praise.

On Friday, June 27, there was an exhibition of manual training work at Grammar school No. 77 (Edward A. Page, principal). In one of the rooms in the basement boys were busy at wood work. In another were shown the finished products of their skill. The boys' ages range from ten to fourteen years. The exhibition attracted many of the parents and friends of the school, besides commissioners and other school officers, and words of praise were heard on all sides at the excellence of the exhibit.

Manual training was introduced into this school about eighteen months ago, and the pupils took hold of it at once with enthusiasm. The boys are given a thorough course in the use of tools, including the knife, jack and smoothing planes, the chisel, the gouge, and the saw. Many of them have attained a very creditable degree of skill, judging from the specimens of wood carving and other work that were exhibited. It has been noticed also that the shop work has tended to improve the quality of their work in other branches.

Some remarkable specimens of drawing were exhibited. In fact, the character of the work has been so high that several of the older boys will go from the school to positions in architects' offices. Specimens of splint and paper work, map-drawing and clay-modeling were also shown. In splint work accurate drawings, are first made, and the splint's afterward applied. The modeling was particularly noticeable, and it is a department in which Principal Page and his assistants feel especial pride. Human heads, heads of animals, continents, etc., were seen. The maps in colors were neat and accurate, and included an amount of detail—mountains, rivers, cities, railroads, etc.—that was surprising. There is no question about the success of manual training in this school.

ALL who have known Assistant Superintendent Fanning were surprised to see in the papers of Friday morning last a notice of his sudden decease, on Thursday at ten o'clock. He was present on Wednesday at the graduating exercises of Grammar school No. 72, of which his daughter is principal. He then seemed to be fairly well. It was evidently a case of apoplexy. The funeral exercises took place at his residence on Sunday afternoon. His pastor, Rev. W. C. Biting, paid a fitting tribute to his character as a man of integrity and uprightness.

John H. Fanning was born in this city sixty-nine years ago, and was a pupil in Grammar school No. 5. When only sixteen years of age he was appointed monitor, or lowest assistant teacher. His ability and efficiency led to his advancement, and in 1847 he became the principal of Grammar school No. 12. In 1870 he was elected assistant superintendent, and held this honorable position until the time of his death. In the normal school established by the public school society, he was the teacher of mathematics, and was held in high esteem by the teachers who were in his classes. From this time it was seen that he had the confidence of the increasing

number who believed education to be a success. As a superintendent Mr. Fanning was kind and gentle in the class-room, encouraging pupils by his pleasing manners, and it was rare that a well-taught class failed to secure his commendation. Beloved by his associates in the superintendent's department, and the teachers whose classes he examined, his death is a great loss to the city of New York. A large number of the teachers, together with his fellow workers and noted friends of education, were present at the funeral to testify to the worth of this estimable man.

MR. J. EDWARD SIMMONS will resign his place as president of the board of education. He has held it for nine years. The reason he gives is as follows:

"There are 4,000 teachers. When any one of them has a grievance she turns first to her principal but finally comes to me and so I have to listen to them. There are from 150,000 to 160,000 children in the public schools, and if any one of them is dismissed or disgruntled the parents come to me for redress. Then there are 10,000 children who cannot get into the public schools, and their parents keep coming to me to know why they can't get in. Then there were 5,000 workmen in the employment of the department last year, and they also keep coming to me with their grievances. I am president of one of the largest banks in the country, with eighty-two clerks under my control; as director, or trustee, or guardian I have so many demands on my time that I am not able even to see my family. When I leave the bank I go to the board of education; when I reach home I find persons waiting to see me about school matters."

THE whole number of applicants to the normal college of this city was 1,104. The average in examination this year was 74 per cent.; 75 per cent. last year. The number of candidates admitted last year was about 640; 614 were admitted this year. The examinations this year were begun June 2, and lasted four days. The branches considered were spelling, arithmetic, grammar, geography, English composition, geometry, drawing, and the history of the United States.

#### FOREIGN NOTES.

EASTERN PRUSSIA.—In a lecture given before the twentieth annual meeting of the fire insurance companies in Germany, it was stated that investigation into the causes of conflagrations, has revealed the startling fact that within eight years 4,993 fires, causing considerable damage by destroying 935 buildings, and loss to the amount of ten million marks, were caused by children and imbeciles playing with matches.

GERMANY.—An argument in favor of simplification of orthography is found in searching for the relative proportion of the words written purely phonetically and others. In Goethe's "Werthers Leiden" the first ten thousand words show:

Purely phonetically written words,	6,863=68.5%
Words following rules,	2,681=26.8%
Words not written phonetically,	380=4.0%
Foreign words not written phonetically,	46=0.5%
Exceptions to rules,	21=0.2%

Total words: 10,000 100%

In other words, 95.3 per cent. of all the words have regular, and only 4.7 per cent. irregular spelling. Since Goethe's time the orthography of the German language has been simplified repeatedly, and the proportion of unruly words is much smaller than formerly. What a blessing it would be if a similar showing could be made for the English language! How much energy, worry, and time might be saved to teachers and pupils!

HAMBURG.—Prof. Schleidens, one of the few rich school-masters of the world who died recently, left in his last will to every one of his 19 teachers, a very comfortable life annuity. To the city library, to the city art-gallery, to the industrial museum, to the pension fund for unmarried teachers, to a number of schools, orphan asylums and hospitals, he left large sums ranging between two and five thousand marks. His large library was placed at the disposal of the city library.

PRUSSIA.—Of 3,702 graduates from gymnasia in 1880, 6 were less than 17 years old; 98 were 17 years, 579 were 18 years, 973 were 19 years, 950 were 20 years, 1035 were 21 years and over.

A Berlin teacher, Butner, has been granted a vacation of two years upon application, from the foreign office. He is to devote his time to investigations of the flora of Togoland in Africa.

Minister von Gossler has given a week's furlough to all teachers who desire to attend the National Teachers' Meeting.

SWITZERLAND.—On the 5th of July, the monument of Pestalozzi at Yverdon will be unveiled.

The favorable testimony of thousands should convince you of the merits of Hood's Sarsaparilla.



## BOOK DEPARTMENT.

## NEW BOOKS.

ESSAYS ON EDUCATIONAL REFORMERS. By Robert Herbert Quick. New Edition. New York and Chicago: E. L. Kellogg & Co. 335 pp. \$1.00.

This work is receiving commendations from teachers in all parts of the country. No other states so clearly or so concisely, the part such men as Montaigne, Milton, Comenius, Locke, Pestalozzi, Spencer, Froebel, and others, have played in bringing about educational reforms. The author says concerning Montaigne's method: "As far as regards method of teaching languages, he simply discarded grammatical teaching and wished that all could be taught Latin as he had been, i. e., by conversation. His father had found a German tutor for him, who spoke Latin but not French; and the child thus grew up to consider Latin his mother-tongue." In relation to Locke he says: "Locke would have the education of a gentleman entrusted to a tutor. His own experience had made him no friend to grammar schools, and while he admits the inconveniences of home education, he makes light of them in comparison with the dangers of a system in which the influence of school-masters is greater than that of school-masters. Locke's argument is this: 'It is the business of the master to train the pupils in virtue and good manners, much more than to communicate learning.' This function, however, must of necessity be neglected in schools." He writes as follows about Pestalozzi's Leonard and Gertrude: "In the works of a great artist, we see natural objects represented with perfect fidelity, and yet with a life breathed into them by genius which is wanting, or at least is not visible to common eyes, in the originals. Just so do we find Swiss peasant life depicted by Pestalozzi. The delineation is evidently true to nature; and, at the same time, shows Nature as she reveals herself to genius. But for this work something more than genius was necessary, viz., sympathy and love." Concerning the kindergarten he says: "A German word, meaning 'garden of children,' is the name given by Friedrich Froebel to a kind of 'play-school' invented by him for furthering the physical, moral, and intellectual growth of children between the ages of three and seven. Froebel's observation of the development of organisms and his fondness for analogies drawn from trees and plants, made him attach especial importance to our earliest years, years in which, as he said, lies the tap-root of much of the thought and feeling of after-life." Teachers will find that a thoughtful reading of this book will yield large returns.

FUNNY STORIES TOLD BY PHINEAS T. BARNUM. New York: George Routledge & Sons, Limited, 9 Lafayette Place. 374 pp. 50 cents.

No man has had a more eventful life than the famous showman who is the author of this book; and no one, we dare say, is a keener observer of human nature or has a more intense relish for what is ludicrous in human conduct and life. Mr. Barnum has a large degree of benevolence in his nature and can laugh at the mistakes and foibles of his fellows, without that cynicism so many possess. This is not a new book, for it was first given to the public over twenty years ago; it has, however, been thoroughly revised, many things that were formerly included having been omitted and many added. Several pages of anecdotes are here included that appeared in *Murray's Magazine*. Mr. Barnum hopes the book "may smooth the wrinkles from many careworn brows, and bring smiles on myriads of tear-stained faces." His wish will certainly be gratified, for the name of Barnum is enough to give it a wide circulation. Many of the anecdotes are about the famous men Mr. Barnum has met during his long life, among them being J. Q. Adams, Beecher, President Buchanan, Gen. Butler, Calhoun, Dr. Chapin, and many others. The book was published simultaneously in London and New York.

BOSTON UNITARIANISM, 1820-1850: A STUDY OF THE LIFE AND WORK OF NATHANIEL LANGDON FROTHINGHAM. By Octavius Brooks Frothingham. New York and London: G. P. Putnam's Sons. 272 pp. \$1.75.

This is, as the title implies, a study of a great religious movement, and a sketch of Dr. Frothingham, written by his son, from the viewpoint of the historian, not the advocate. The author well introduces his subject by depicting "Three Types of Unitarianism." One is represented by William Ellery Channing, called the father of "spiritual Christianity." The insignificance of his physical frame, its weakness and infirmity, made him seem a spirit, the more so on account of his untiring pursuit of knowledge and his habitual absorption in high themes, which he clung to, and persisted in, long after strong people would have abandoned the quest in sheer fatigue. Channing stood at one extreme as an illustration of spiritual aspiration; at the other end stood Theodore Parker, an illustration of the power of practical will. He had integrity, singleness of mind, out-spokenness, courage, unaffected warm-heartedness, tenderness of feeling, catholicity of sentiment, but his talent was practical not speculative, he was not a subtle thinker and his ability to describe opinions was out of proportion to his inward appreciation of them. Another class of Unitarians occupied a position between these two, possessing neither the fervent spirituality of the one, nor the impassioned earnestness of the other. Then follows an account of Dr. Frothingham, who, with his friends, was absorbed in the endeavor to apply Christianity to personal character, taking men and women one by one, and trusting in their influence for the regeneration of society. The religion was essentially the old

one, softened by thought, knowledge, experience, and feeling. The creed would not have satisfied a severely critical mind, and was not calculated to form heroic virtues, but developed the gentler qualities. An account of the life of such a man as Dr. Frothingham, who was surrounded by such thinkers as Emerson and others, cannot be other than interesting. The narrative is given by the son with discriminating judgment. It will be a valuable book for the student of the religious movements of this century.

PARSIFAL: THE FINDING OF CHRIST THROUGH ART: OR, RICHARD WAGNER AS A THEOLOGIAN. By Albert Ross Parsons, President of the Music Teachers' Association. New York and London: G. P. Putnam's Sons. 113 pp. \$1.00.

Some people, who have imbibed certain ideas concerning Wagner, may be surprised to learn that the composer ever gave any thought to sacred subjects, as were some editors when the author announced "The Finding of Christ through Art; or Richard Wagner as Theologian" as the subject of a lecture in Rev. R. Heber Newton's church in New York. This book is that lecture considerably simplified, and the former assertions about the composer's theological position are reiterated and emphasized. It is an examination of the religious views to which, solely as an artist, he was led, and upon which his last and loftiest creation, "Parsifal," is based. Numerous extracts are used to illustrate Wagner's views. The subject is further elucidated by very full notes in the appendix.

QUESTIONS AND EXERCISES ON ENGLISH COMPOSITION. By J. Nichol, M. A. Oxon, LL.D., and W. S. McCormick, M. A. 124 pp. 35 cents. London and New York: Macmillan & Co.

One great merit of this book is its conciseness. Writers on composition and rhetoric have done much by their long dissertations to befog the subject and breed a distaste for it in the minds of the young. Numerous examples are needed, for it is by practice that one learns to write well and to recognize bad constructions when he meets them. Here the main points of the subject are set forth in the form of questions. These, that are largely drawn from papers set on the subject to classes in English literature in the University of Glasgow during the last twenty-seven years, are of various degrees of difficulty, beginning with comparatively simple points of grammar and afterward dealing with some of the more controverted delicacies of taste. Many of them cannot be answered without re-writing or re-arranging the passages referred to. It is certainly a profitable exercise (as required here in many instances), to turn a misty, Latinized sentence into strong, clear English. The character of the book may be seen from some of the chapter headings such as definitions; synthesis of sentences; punctuation; style; propriety in the use of words; simplicity and perspicuity; choice of words; number of words; themes for essays. To answer these questions will require much thought, and hence be the means of securing mental discipline and facility in the use of our language.

LECTURES ON LANGUAGE AND LINGUISTIC METHOD IN THE SCHOOL. By S. S. Laurie, A. M., LL.D. New York: Macmillan & Co. 147 pp. 90 cents.

The lectures composing this volume were delivered at the request of the Teachers' Training Syndicate of the University of Cambridge and redelivered at the College of Preceptors, London. The subject is not treated altogether theoretically. After dwelling on the importance of language as the instrument of education, language as substance of thought, and the distinction between discipline and training, the author proceeds to give his method of training. He divides school life into three periods—the infant stage, the primary and upper primary school stage, and the secondary school stage. Further on he treats of word-building, history of words, paraphrasing, reading and elocution, grammar, language as literature, teaching foreign languages, etc. It will be seen that the subject of language receives a very thorough and systematic treatment. We can safely recommend so high an authority as Dr. Laurie to teachers, and especially this work, which we know will prove very helpful.

## REPORTS.

FIFTY-THIRD ANNUAL REPORT OF THE COLORED ORPHAN ASYLUM AND THE ASSOCIATION FOR THE BENEFIT OF COLORED CHILDREN. New York City. M. K. Sherwin, superintendent.

Judging from the report, this excellent charity is prospering. Like many institutions of the kind it has taken up industrial training. Cooking, sewing, laundry and general house-work are the principal things taught. The children find it a great relief from school exercises, and enter upon it with zest and earnestness. During the year some of the managers visited many other institutions, in order to get hints and suggestions for improvements, and the fruit of these visits will doubtless appear later. There was a great deal of sickness, most of it being due to bad hygiene before the children entered the asylum, and also to hereditary taint. To overcome these tendencies to disease, the managers of the institution give fresh air, wholesome food, and excellent care. The institution had 367 inmates at the close of 1889, and the cost per capita per year was \$111.82.

## MAGAZINES.

*Education* for June has a thoughtful article on "Industrial Training from an Economic Point of View," by Charles J. Bullock. Many practical hints will be found in "A Phase of Literature Work in the High School," by E. J. MacEwan, A.M. "The Separate School System in Canada," by George Hies, will throw considerable light on our own system.

The frontispiece "A Study of Cats," etched by Eugene Gauguier after a painting by Eugene Laubrot, in the *July Magazine of Art*, will appeal strongly to the lovers of these domestic pets. Wm. Rossetti's portraits of Robert Browning, eight in number, will be hailed with pleasure by the many admirers of the poet. In the article on "Current Art" is a full-page portrait of Sir Moses Montefiore. "The National Gallery in Ireland" is a beautifully illustrated article. Altogether this is a particularly attractive number of this excellent magazine.

"National Sovereignty" is a subject that has occupied a large place in many people's thoughts in the United States. John A.

Jameson discusses it in the *June Political Science Quarterly*. The other leading articles are "The Comptrollers and the Courts," "The Legislatures and the Courts," "On Census Methods," and "The Taxation of Corporations," all on timely topics, that the student of history and politics will take pleasure in reading.

*The Pansy* for July is filled, as usual, with delightful reading and attractive pictures. No purer or better reading can be put into the children's hands. *The Pansy* is intended for Sunday as well as week-day reading.

The No-Name paper in the *July Arena* is a poem entitled "Progress and Pain." It is said to be written by one of the most accomplished essayists of America. There is a complete drama entitled "Under the Wheel," written by the talented young Boston artist, Hamlin Garland. "Bismarck and his Time," is the subject of a very able and entertaining sketch by Rabbi Schindler, Rev. Carlos Martyn, D.D., contributes a brilliant and suggestive paper on "Churchianity vs. Christianity," which will doubtless occasion much comment and criticism.

The first number of the *Annals of the American Academy of Social and Political Science*—a new quarterly review of politics and economics—will shortly appear in Philadelphia. It will contain, among other interesting articles, one on "Politics in Canada and the United States," by Dr. Bourinot; another on "Decay of Local Government in America," by Professor Patten; and a third on "Cheaper Railroad Fares," by J. J. Wetherell.

Thomas Bailey Aldrich has retired from the editorship of the *Atlantic Monthly* and been succeeded by Horace E. Scudder, well-known through his contributions to the magazine and through his books. Mr. Scudder's connection with the house of Houghton Mifflin & Co. has long been an intimate one, and he is now the editor of their American Commonwealth series. Mr. Aldrich will spend the summer in Europe with his family.

The July number of the *Contemporary Review*, issued in this country in the original English form by the Leonard Scott Publication Co., New York, contains an important paper by Edward Bellamy.

One of the greatest attractions of the *July Century* is the debate on "The Single Tax," by Edward Atkinson and Henry George. In this number is printed the first of two articles by Dr. T. H. Mann, entitled "A Yankee in Andersonville," accompanied by some reproductions of rare photographs of the prison-pen. A complete novelette appears, entitled "Little Venice, a story of the St. Clair Flats," by Grace Denio Litchfield.

## CATALOGUES AND PAMPHLETS RECEIVED.

Instruction in Drawing in Primary and Intermediate Schools in Europe and America: A Critical Review of the Prang Course in Form-study and Drawing. By Dr. Arnold Dodd, professor of botany in Zurich, Switzerland. This pamphlet treats of the great importance of drawing as a school study, and of the great value of the Prang system. Teachers may obtain the pamphlet by addressing the Prang Educational Company, Boston.

Catalogue of the Pratt Institute, Brooklyn, N. Y., 1890-91. The aim of Charles Pratt, the founder of this institution, was to establish a school "to promote manual and industrial education, and to inculcate habits of industry and thrift." How far this is realized may be seen from this catalogue. There are technical high school, art, domestic science, commerce, mechanic arts, and musical departments. It thus appears that the school goes a great way toward realizing the ideal of the founder.

## ANNOUNCEMENTS.

J. B. LIPPINCOTT Co. announce "European Days and Ways," by Alfred E. Lee; "In and Out of Book and Journal," by Dr. A. Sydney Roberts, illustrated by Van Schaick; "Classical Picture Gallery," one hundred and forty-four plates of choice European examples, edited by Prof. von Reber and Dr. Bayerstorfer; "Historic Note-Book," by the Rev. E. Cobham-Brewer; and "Gleanings for the curious from the Harvest-Fields of Literature," by Dr. C. C. Bombaugh.

CHARLES T. DILLINGHAM offers a romance, "Guy Ormsby," by Marian Calvert-Wilson. It tells of a struggle between love and duty, in which duty prevails.

MACMILLAN & Co.'s recent publication, "The Ancient Classical Drama," by Richard G. Moulton, treats of the origin, characteristics, transition, and final form of tragedy and comedy, an abundance of illustrations being used.

THE APPLETONS in September will issue a new book by Dr. C. G. Abbott, the naturalist. It is called "Outings at Odd Times." Dr. Abbott's "Wasteland Wanderings" has sold the best of all his works thus far.

A. C. ARMSTRONG & SON have in press a new volume in the Book Lovers' Library, "Newspaper Reporting in Olden Time and To-day," by John Pendleton. It deals chiefly with the life and work of reporters from the earliest times.

THE SCRIBNERS publish Mr. Stanley's new book, "In Darkest Africa," simultaneously in the United States, England, Germany and other countries.

GINN & Co. announce that they will have ready this month "Our Government," revised edition, by Jesse Macy. This work has received high praise wherever it has been read.

G. & C. MERRIAM & Co., Springfield, Mass., are well known as the publishers of Webster's Unabridged Dictionary. It contains among other features 3,000 illustrations in the *Body of the work*, and these are repeated, classified, and finely printed on expensive tinted paper at the end of the work; a biographical dictionary, containing nearly 10,000 names; a new gazetteer of the world of over 25,000 titles; and a dictionary of fiction.

HOUGHTON, MIFFLIN & Co.'s publication in the American Statesmen Series of a volume on John Jay recalls to public attention one of the wisest, purest, and noblest of men who have served and honored the American people.

SCRIBNER & WELFORD are about to issue Dr. Louis Engel's "From Handel to Halle," in which there will be many sketches, anecdotes, etc., besides carefully executed engravings of many famous composers and musicians.

THOMAS Y. CROWELL & Co. publish "Sister St. Suiprice," from the Spanish of Don Armando Palacio Valdes, author of "The Marquis of Penalta," "Maximura," etc., translated and edited by Nathan Haskell Dole.



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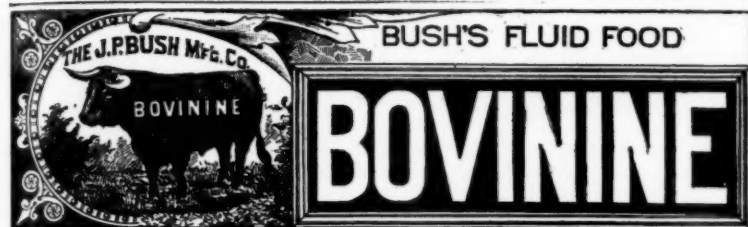
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